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ABSTRACT

The Bilingual Oral Language Test (BOLT-English) was pilot tested in January 1976, field tested in April 1976, and again in October, November 1976, on a population of more than 3,000 students in the San Francisco Bay Area, Pomona, Riverside, and Palm Springs, California. Results reported include concurrent validity values of .9 and .86 when comparing test results to the assessment of the teacher. Test-retest reliability coefficients obtained were above .9 showing high stability and internal consistency. The BOLT-Spanish was field tested between November 1976 through January 1977, and results yielded a concurrent validity coefficient of .93. In 1977, the California State Department of Education approved the BOLT test for use in the assessment of oral language skills. BOLT-English and BOLT-Spanish are independent components of the same instrument and based on the same organization. Each test assesses simple oral sentence patterns to more complex syntactical forms of the language. Administration of each test takes only six minutes and allows the objective classification of each student into one of four language categories including non-English speaking, limited English speaking and English speaking. Classroom packets in both English and Spanish are included, as is the BOLT-Spanish Technical Report. (RL)

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BAHIA ORAL LANGUAGE TEST

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BOLT - ENGLISH

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MANUAL

SAM COHEN

ROBERTO CRUZ

RAUL BRAVO

A COMPREHENSIVE INTERMEDIATE AND SECONDARY LEVEL (7th - 12th) ENGLISH LANGUAGE DOMINANCE TEST THAT ASSESSES ORAL LANGUAGE SKILLS RANGING FROM SIMPLE SENTENCE PATTERNS TO MORE COMPLEX SYNTACTICAL FORMS OF THE LANGUAGE.

TM 810 267

BAY AREA HISPANO INSTITUTE FOR ADVANCEMENT (BAHIA, Inc.)
P.O. Box 9337
North Berkeley, CA 94709

AUTHORS

SAM COHEN: Bilingual Consultant, has served as Director of the Bilingual Program (for Elementary and Secondary Schools) in the Oakland Unified School District. He received his B.A. in Spanish and Economics at the University of California at Santa Barbara and his M.A. in Education at the College of Notre Dame, and he is presently working on his doctorate at the University of San Francisco with an emphasis on testing and evaluation. Mr. Cohen has taught elementary, secondary and college level courses ranging from Spanish and English as a Second Language to teacher education courses directly related to Bilingual Education. He has served as Consultant in Language Education throughout California and national conferences on Bilingual Education.

ROBERTO CRUZ: Bilingual Consultant, has served as administrator for a consortium for bilingual education in five school districts in the San Francisco Bay Area. He is a parttime professor of Bilingual Education at Stanford University for graduate and undergraduate students. Dr. Cruz received his Ph.D. from the University of California, Berkeley. He is Northern Vice President of the California Association for Bilingual Education, Chairperson of the California Coordinating Association for Federal Bilingual Services, has authored several research projects and served as consultant in several programs for the state of California and the Federal Government.

RAUL BRAVO: Bilingual Evaluator for the Spanish/English programs in the Bay Area. After completing his B.A. in education, and serving for seven years as a high school teacher in mathematics and physics, he received his M.A. in mathematics from the University of California, Berkeley, and completed the courses for the Ph.D. at the same campus. He has served as evaluator for different projects from elementary to college level. Mr. Bravo is a parttime instructor of mathematics in the University of California Extension and is author of a book, "Fundamentos de los Sistemas Numéricos" published in Spanish by Interamericana Ed., Mexico.

DURING DEVELOPMENT AND FIELD TESTING, PROFESSIONAL ASSISTANCE WAS PROVIDED BY:

DORA AMESQUITA: Bilingual Resource Teacher, Berkeley Unified School District.
DOLORES del BARCO: Bilingual Resource Teacher, Oakland Unified School District.
LILITA COHEN: Bilingual Evaluator.
MARIA CORDOBA: Bilingual Teacher, Oakland Unified School District.
IRENE HIGHTOWER: Coordinator, Bilingual Program; Richmond Unified School District.
TIRSO SERRANO: Title VII Program Coordinator, Riverside Unified School District.
JUAN VALLEJO: Coordinator, Bilingual Program, Jefferson Union High School District.
MARIA VIRAMONTES: Project Assistant, Title VII–Bilingual Resource Center; Pomona Unified School District.

BAHIA ORAL LANGUAGE TEST: BOLT – English

Developed by: Sam Cohen, Bilingual Consultant
Roberto Cruz, Bilingual Consultant
Raul Bravo, Bilingual Evaluator

BAHIA, Inc. 1976
Berkeley, California

BAY AREA HISPANO INSTITUTE FOR ADVANCEMENT (BAHIA)

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BOLT – English Test

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I. INTRODUCTION

The BAHIA ORAL LANGUAGE TEST (BOLT), English version, is a comprehensive *intermediate and secondary level* English Language Dominance Test that assesses oral language skills from simple sentence patterns to more complex syntactical forms of the language.

The administration of the test allows the objective classification of a student in any one of four language categories and, in special cases, into a supplementary one: *LEVEL I*, Non-English Speaking; *LEVEL I-S*, a supplement to Level I; *LEVEL II*, Very limited English Speaking; *LEVEL III*, Limited English Speaking; and *LEVEL IV*, English Speaking (expanded definitions for these levels will be found later in this manual).

The instrument is divided into two sections. SECTION I is designed merely to screen students at the most elementary level of proficiency and determines if the test itself (Section II) will be administered or not. Students not passing Section I are classified at Level I; students passing Section I must be administered Section II. SECTION II consists of 20 questions which are tested orally. Each question is leveled according to its degree of difficulty: LEVEL II, containing the easiest questions, LEVEL III, containing harder questions, and LEVEL IV containing the most difficult. There is a variety of possible right answers for each question, and the ability of a student to answer certain questions over others, systematically, places him or her at a certain level.

To provide a measure of the validity of these classifications, the instrument was pilot tested and field tested in January 1976 and April 1976 respectively. The results of the test were compared to a language classification of the students made by the teacher. The definitions for language classification were provided to assist the teacher in placing the student. The pilot testing was performed using a sample of students in secondary bilingual programs (177 students) in the Bay Area, as well as a sample of native English speakers (40 students). The tested bilingual population provided a guide to the leveling of the questions, and the native English speaking population provided a reference to the accuracy of LEVEL IV questions. The information gained from the pilot testing led to some changes in the first version of the test. The resulting second edition was fieldtested on a large section of the bilingual secondary school population in Berkeley, Jefferson Union High, Oakland and Richmond School Districts in California covering 1070 students. The Riverside and Pomona School Districts also participated in the field testing with an additional population of over 2,000 students. The results showed that, whenever the teacher followed exactly the criteria given in the definitions, there was a high degree of concordance between the classification of a student given by the teacher and the objective classification provided by the test.

The entire packet for the test consists of this MANUAL, a PICTURE CHARTS booklet, ANSWER SHEETS and a CLASS RECORD CHART.

The BOLT-English Test has incorporated all the information obtained from the field testing. It thus provides an objective and reliable assessment tool for determining the English Oral Language Dominance of secondary students. Before administering the instrument to any student the test administrator should be completely familiar with the instructions in this manual. This will avoid misinterpretation of a student's answer and/or the results.

II. GENERAL INSTRUCTIONS FOR ADMINISTRATION OF THE BOLT – ENGLISH TEST

The test should be administered individually by a teacher or a trained assistant. The test administrator should be proficient in oral-aural English to clearly distinguish sounds that might produce the wrong tense, wrong nouns, or wrong prepositions in English. If a large number of students in the classroom speak also a language other than English, it is advisable that the administrator have some knowledge of such language or that he/she be assisted during the administration by a bilingual aide. These requirements are not absolutely essential, but they might help in a more refined classification of the student.

It is important that the administration instructions be followed as they are presented in this manual, and that the test administrator create a comfortable and relaxing testing atmosphere. The time required to administer the test, Sections I and II, is approximately seven minutes per student.

SECTION I contains four very simple questions which will determine if the test should be continued. These questions are: A. What is your name? B. In what grade level are you this year? C. When were you born? D. What languages are spoken in your home? If the student can answer at least *three* of these questions with some degree of accuracy, the administrator should continue with the test (SECTION II). If the student answers *less than three* of the above questions, *stop the test:* the student is at LEVEL I. *If the administrator is still doubtful about the proficiency of a student after administering Section I, he/she should continue with Section II of the test.*

The information requested in SECTION I (questions A through D) is essential for identification purposes so it is important that the test administrator obtain it regardless of the student's ability to provide it.

II-A. INSTRUCTIONS TO TEST ADMINISTRATOR:

1. The test administrator should thoroughly familiarize himself with Sections I and II of the test and complete the front page of the answer sheet for each student.
2. Have all test materials and student information ready before administering the test.
3. Before administering the test, tell the student to try to answer in complete sentences.
4. Before beginning SECTION II of the test, allow the student to look at the pictures for a moment prior to asking the questions.
5. If a student responds to a picture cue with an inappropriate response because he/she misinterprets the picture, the administrator may prompt the student by asking, for example, "What else could it be?" or "If *this* is a *man*, what are *these?*"
6. Whenever there is a particular tense required in the student's response the test administrator should slightly emphasize that tense in the question asked.
7. If a student answers a question by insinuating or saying "I don't know," he should be asked again and encouraged to give some kind of oral response. If he answers in a language different from English he should be prompted to answer in English. If the student insists on using a language other than English, the administrator should try to record verbatim the answer of the student in the language used.
8. Pointing is not considered a proper answer, except when accompanied by a sentence that shows mastery of the question (e.g., see samples of Correct and Incorrect Responses on pages 7-10).
9. The test administrator should positively reinforce all responses made by the student. This will help to create a relaxed testing atmosphere.
10. The test administrator should write all the student's responses, exactly as expressed by the student, in the space provided on the answer sheet.
11. To save time, please read carefully step 2 of "Section II: Directions" of the answer sheet.

III. LEVELS OF LANGUAGE CLASSIFICATION

Students are placed in one of four categories based on their answers to the differently leveled questions. The levels of language classification are defined as follows:

LEVEL I – NON-ENGLISH SPEAKING

The student's knowledge of English is non-existent, or, in some cases, may consist of only some very common expressions and nouns. However, he/she cannot use these in any systematic manner to convey a complete thought.

LEVEL I-S – SUPPLEMENT TO LEVEL I

The student at this level comprehends common simple questions in English but he/she is not able to produce answers in this language. However, he/she gives accurate answers in a language other than English.

LEVEL II – VERY LIMITED ENGLISH SPEAKING

The student at this level has some knowledge of the English language in as much as he/she can understand very simple questions and form very simple sentences in answer to these questions; however, his knowledge is very limited and he has great difficulty communicating his thoughts in English. He tends to omit important verbs and nouns from his sentence patterns.

LEVEL III – LIMITED ENGLISH SPEAKING

The student at this level has a basic knowledge of English grammatical structures and can understand and respond to more complex sentence patterns, but he lacks other essential concepts especially when dealing with complex verb forms.

LEVEL IV – ENGLISH SPEAKING

The student at this level has little difficulty communicating his ideas in English. He is able to control most of the grammatical structures of the language.

IV. SCORING OF THE TEST

SECTION II of the test is based on the following questionnaire:

1. (Pointing to the cars in CHART #1)	WHAT ARE THESE?
2. (Using CHART #1)	WHY ARE THE PEOPLE SITTING DOWN?
3. (Using CHART #1)	TELL ME, WHERE IS THE SMALL CAR?
4. (Using CHART #2)	WHERE IS THE FAMILY?
5. (Using CHART #2)	WHAT IS THE FATHER DOING?

* * *

6. (Pointing to the "houses" in CHART #1)	WHAT ARE THESE?
7. (Pointing to the men in CHART #1)	WHAT ARE THESE?
8. (Using CHART #2)	WHOSE SHOES ARE THESE?
9. (Using CHART #2)	WHY DID THE FATHER TAKE OFF HIS SHOES?
10. (Using CHART #2)	WHOSE TOY IS THIS?
11. (Using CHART #2)	WHY IS THE BOY CRYING?
12. (Using CHART #2)	WHAT IS THE OLDER SISTER DOING?
13. (Using CHART #2)	WHAT WILL THE FAMILY DO AFTER THE GIRL FINISHES SETTING THE TABLE?

* * *

14. (Pointing to the first picture of CHART #3)	WHAT WAS THE DOG DOING TO THE CAT?
15. (Using CHART #3)	HOW DID THE CAT GET DOWN?
16. (Using CHART #3)	WHAT WOULD HAVE HAPPENED IF THE FIREMAN HAD NOT COME?
17. (Using CHART #3)	HOW COULD THE BOY HAVE GOTTEN THE CAT DOWN BY HIMSELF?
18. (Using CHART #3)	WHAT DID THE DOG DO AFTER THE FIREMAN BROUGHT THE CAT DOWN?
19. (Using CHART #3)	WHAT WOULD HAVE BEEN YOUR REACTION IF THIS HAD BEEN YOUR CAT?
20. (Using CHART #1)	WHAT QUESTION IS THE LADY WITH THE RED DRESS ASKING THE POLICEMAN?

* * *

Questions 1, 2, 3, 4, and 5 are questions of LEVEL II. Questions 6 through 13 are of LEVEL III, and questions 14 through 20 are of LEVEL IV.

NOTE: To save time the test is designed to begin with questions of Level III, i.e., the test administrator should begin with questions 6 through 13. If the student answers at least six of these eight questions correctly, he/she has satisfactorily passed this level, and the test administrator should go on with questions 14 through 20 (Level IV questions). If the student answers at least six of these seven questions correctly he/she is classified at Level IV, but if he/she misses two or more questions of Level IV, he/she is classified at Level III. On the other hand, if the student misses three or more questions of Level III, then the administrator should go to Level II questions (questions 1 through 5). If the student answers correctly at least four questions of Level II, he/she is classified at Level II, but if he/she misses more than one of these questions, he/she is classified at Level I (non-English speaking). If the student has failed Level II but has more than six (Ø) marks in questions of Level II or III, he/she will be classified in Level I-S. Instructions to assign students to their proper level appear on each answer sheet.

Be sure to write the exact response provided by each student on the corresponding space of the answer sheet (see instruction 10 to test administrator on page 3), and decide if the answer is right or wrong. A response that answers the question and is expressed grammatically correct will be accepted as a correct response. A checkmark (√) should be placed in the appropriate box to indicate a correct response; an incorrect answer should be indicated with (0) in the corresponding box. A correct answer totally or partially in a language other than English should be indicated with a (Ø) mark in the corresponding box. This *will not be considered a correct answer,* but will permit a special classification of the student (I-S).

The following criteria will not be taken into consideration when determining correct responses:

A. Pronunciation.
B. Differences in dialect, i.e., standard or non-standard English.
C. Omission of the word "because" in the student's response to a question. (e.g., Question: "WHY ARE THE PEOPLE SITTING DOWN?" Answers: "Because they are tired," or simply, "They are tired" are both considered correct responses.)
D. Conversational variations of enunciation.
E. Errors of the test administrator when writing the student's response.

IV.-A. CONCEPTS TESTED IN THE BOLT TEST

SECTION I:

This section simply establishes the student's minimal ability to understand some very simple sentence patterns used in everyday English conversation. These questions require simple one word responses and let the tester judge whether he should continue administering the test. This decision will eliminate frustration on the part of the student whose English is extremely limited or non-existent as he will not have to go through the entire test before the tester determines his proficiency. *If the administrator is still doubtful about the proficiency of a student after administering this section, he/she should continue with Section II of the test.*

SECTION II:

Questions 1, 6, and 7 test the student's ability to form plurals at different levels of difficulty: in question 1, adding s; *in question 6, adding* es; *and in question 7, changing the word completely.*

Question 2 tests the student's ability to form a simple sentence using a subject and verb. It requires knowledge only of the present tense.

Questions 3 and 4 test the student's knowledge of simple prepositional phrases.

Questions 5 and 12 test the student's ability to answer a question by using the ing *form of the verb.*

Questions 8 and 10 test the student's knowledge of possessive pronouns.

Question 9 test the student's ability to form a simple sentence using the past tense or the present tense (with the past implied).

Question 11 tests the student's ability to form a simple sentence using the past participle form of the verb as an adjective.

Question 13 tests the student's ability to comprehend and use the future tense or present tense (with the future implied).

Questions 14, 15, and 18 test the student's ability to comprehend and use the past concept by means of the various past tenses.

Questions 16, 17, and 19 test the student's ability to use very complex verb forms: The conditional perfect tense with "could have" and "would have" plus a past participle.

Question 20 tests the student's ability to form a question in the proper word order.

IV.-B. SAMPLE OF CORRECT AND INCORRECT RESPONSES

The sample of answers to be given in this part is a supplement to the criteria described before. Most of the answers here come from the field testing results of the instrument. The administrator must clearly understand that the final decision of what is right or wrong in a response is up to him/her; however, the previous criteria plus the following examples will help to determine common standards for the decision.

One important element to consider is that since LEVEL IV corresponds to fluent English speakers, the decision of whether a response is correct or not should be more strict than that given in LEVEL II and LEVEL III, i.e., a minor mistake that might make acceptable an answer for a LEVEL II question will not be acceptable in an answer to a LEVEL IV question. This should be particularly applied when a student makes a mistake answering a question of LEVEL II or LEVEL III in a part of his/her response not related to the concept being tested.

Another element to be considered here is instruction 8 on page 3. Some sample answers to questions 3, 4, 8, and 10 tend to clarify this type of situation.

SAMPLES OF CORRECT RESPONSES	*SAMPLES OF INCORRECT RESPONSES*
QUESTION 1. (Pointing to the cars in CHART #1) WHAT ARE THESE?	
1. These are cars.	1. A car.
2. Cars.	2. That is a car.
3. Automobiles.	3. That is cars.
4. They are cars.	4. This are cars. (Be sure that you are not considering this answer wrong because the student mispronounces "these." Several students pronounce "these" almost like "this" even when correctly thinking in the plural. Such answers should be considered right.)
5. Vehicles	
QUESTION 2: (Using CHART #1) WHY ARE THE PEOPLE SITTING DOWN?	
1. Because they are tired.	1. Because they tired.
2. They're tired.	2. They resting.
3. To rest.	3. Tired.
QUESTION 3: (Using CHART #1) TELL ME, WHERE IS THE SMALL CAR?	
1. On the overpass.	1. (Pointing) Here.
2. Behind all the other cars.	
3. On the street.	
4. On the right side of the picture.	

SAMPLES OF CORRECT RESPONSES	*SAMPLES OF INCORRECT RESPONSES*
QUESTION 4. (Using CHART #2) WHERE IS THE FAMILY?	
1. In the living room. 2. In the house. 3. At home. 4. Home.	1. Resting. 2. (Pointing) Here.
QUESTION 5. (Using CHART #2) WHAT IS THE FATHER DOING?	
1. Read*ing* the newspaper. 2. Rest*ing* his feet. 3. Wait*ing* for dinner to be served. 4. Read*ing*.	1. Read the newspaper. 2. Rest. 3. He rests.
QUESTION 6. (Pointing to the "houses" in CHART #1) WHAT ARE THESE?	
1. These are houses. 2. Houses.	1. This is a house. 2. House. 3. This are house.

(In the case where a student's response to this question is "homes" or any other noun describing the "houses" you may prompt the student by pointing to one of the houses and asking, "If *this is a house*, what are *these?*")

QUESTION 7 (Pointing to the "men" in CHART #1) WHAT ARE THESE?	
1. These are men. 2. Men.	1. These are man. 2. Man. 3. Mans. 4. Mens.

(In the case where a student's response to this question is "people" or any other noun describing the "men" you may prompt the student by pointing to one of the men and asking: "If *this is a man*, what are *these?*")

QUESTION 8. (Using CHART #2) WHOSE SHOES ARE THESE?	
1. These shoes are the father's. 2. The father's; the mother's; the boy's; or the girl's. 3. The man's. 4. (Pointing to the father or the boy) His. 5. (Pointing to the mother or the girl) Hers.	1. The father. 2. (Pointing to the father or the boy) Hers. 3. (Pointing to the mother or the girl) His. 4. From the father. 5. Of the father.

SAMPLES OF CORRECT RESPONSES	*SAMPLES OF INCORRECT RESPONSES*

QUESTION 9. (Using CHART #2)
WHY DID THE FATHER TAKE OFF HIS SHOES?

1. Because he was tired.
2. Because he is (implying the immediate past) tired.
3. Because he didn't want to dirty the foot-stool.
4. Because his feet hurt.

1. Because she was tired.
2. Because they're tired.
3. Tired.
4. Lazy.
5. He tired.

QUESTION 10. (Using CHART #2)
WHOSE TOY IS THIS?

1. The little boy's.
2. The kid's.
3. The boy's.
4. (Pointing to the boy) His.
5. (Pointing to the girl) Hers.

1. The boy.
2. From the boy.
3. Of the boy.

QUESTION 11. (Using CHART #2)
WHY IS THE BOY CRYING?

1. Because his toy is broken.
2. Because his toy broke.
3. Because his toy is busted.

1. Because his toy is broke.

QUESTION 12. (Using CHART #2)
WHAT IS THE OLDER SISTER DOING?

1. She is setting the table.
2. She is clearing the table.
3. She is drinking some water.

1. Set the table.
2. Clear the table.

QUESTION 13. (Using CHART #2)
WHAT WILL THE FAMILY DO AFTER THE GIRL FINISHES SETTING THE TABLE?

1. They will eat.
2. They are going to eat.
3. They're going to eat.
4. They'll eat.
5. Eat.

1. They eat.
2. They will eating.
3. Eating.

QUESTION 14. (Using the first picture of CHART #3)
WHAT WAS THE DOG DOING TO THE CAT?

1. He/she/it was barking at the cat.
2. Barking at the cat. (Implying the past)
3. Chasing it up the tree.
4. Chasing it.

1. He/she/it is barking at the cat.
2. He/she/it is chasing it up the tree.
3. Chasing.

SAMPLES OF CORRECT RESPONSES	*SAMPLES OF INCORRECT RESPONSES*

QUESTION 15. (Using CHART #3)
HOW DID THE CAT GET DOWN?

1. The fireman brought him/her/it down.	1. The fireman bring him/her/it down.
2. The fireman pulled him/her/it out.	
3. The fireman rescued him/her/it.	

QUESTION 16. (Using CHART #3)
WHAT WOULD HAVE HAPPENED IF THE FIREMAN HAD NOT COME?

1. The cat *would have* stayed up in the tree.	1. The cat would stay in the tree.
2. The cat *would have* come down by itself.	

QUESTION 17. (Using CHART #3)
HOW COULD THE BOY HAVE GOTTEN THE CAT DOWN BY HIMSELF?

1. He could have gotten a ladder.	1. By getting a ladder.
2. He could have called his father.	
3. He could have made the cat jump.	

QUESTION 18. (Using CHART #3)
WHAT DID THE DOG DO AFTER THE FIREMAN BROUGHT THE CAT DOWN?

1. He/she/it ran away.	1. Run away.
2. Ran.	2. Run.

QUESTION 19. (Using CHART #3)
WHAT WOULD HAVE BEEN YOUR REACTION IF THIS HAD BEEN YOUR CAT?

1. I would have been happy (or unhappy).	1. Happy.
2. I would have asked for help.	2. Unhappy.
3. I would have kicked the dog.	3. Ask for help.
4. I would have screamed at the dog.	4. Nothing.

QUESTION 20. (Using CHART #1)
WHAT QUESTION IS THE LADY IN THE RED DRESS ASKING THE POLICEMAN?

1. What time is it?	1. The time.
2. Where can I get the bus?	2. For the bus.
3. Where is there a public phone?	3. For a public phone.

(Any question in the proper word order is considered satisfactory. If the first response of the student makes sense but is not in question form (e.g. "The lady is asking him for the time"), you may insist once by asking, *What is the question?)*

BAHIA ORAL LANGUAGE TEST

BOLT - ENGLISH

PICTURE BOOKLET

SAM COHEN

ROBERTO CRUZ

RAUL BRAVO

A COMPREHENSIVE INTERMEDIATE AND SECONDARY LEVEL (7th - 12th) ENGLISH LANGUAGE DOMINANCE TEST THAT ASSESSES ORAL LANGUAGE SKILLS RANCING FROM SIMPLE SENTENCE PATTERNS TO MORE COMPLEX SYNTACTICAL FORMS OF THE LANGUAGE.

BAY AREA HISPANO INSTITUTE FOR ADVANCEMENT (BAHIA, Inc.)

P. O. Box 9337
North Berkeley, CA 94709

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CHART NO. I

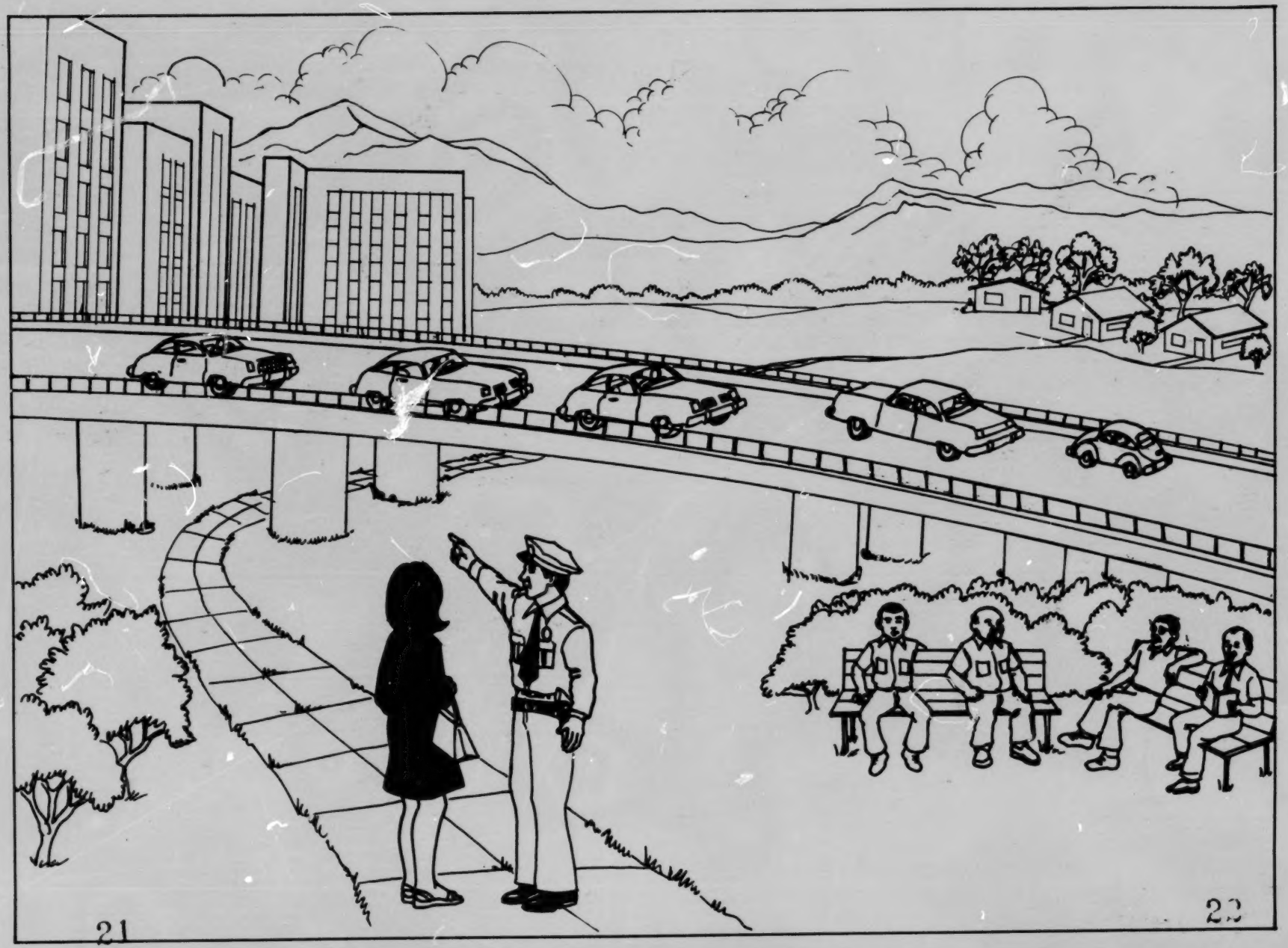

CHART NO. 2

ANSWER SHEET / BOLT – English Test

SCHOOL DISTRICT: _____ SCHOOL: _____

TEST ADMINISTRATOR: _____ DATE: _____

INSTRUCTIONS:

1. Begin by asking questions in SECTION I (below). Place a checkmark (√) in the appropriate box if the answer is correct, a (0) if the answer is incorrect and a (Ø) if the answer is correct but in a language other than English.
2. If the student answers *less than* three questions in SECTION I correctly, discontinue the test and classify him/her at LEVEL I. If the student answers *at least* three of these questions with some degree of accuracy, turn the page and begin administering SECTION II starting with questions of LEVEL III (questions 6 through 13).
3. For each student it is necessary that you supply: (a) all information about the student found on this page (including questions A through D) regardless of the student's ability to provide it; and (b) a checkmark (√) in the appropriate box below indicating the level of language classification reached by the student.
4. Transfer the appropriate information for each student to the enclosed CLASS RECORD CHART.

* *

SECTION I (Ask the student questions A, B, C, and D.)

CONCEPT TESTED	
Ability to comprehend and respond to simple questions in English. Any applicable answer should be considered satisfactory.	☐ A. WHAT IS YOUR NAME? _____ ☐ B. WHAT GRADE LEVEL ARE YOU IN THIS YEAR? _____ ☐ C. WHEN WERE YOU BORN? _____ ☐ D. WHAT LANGUAGES ARE SPOKEN IN YOUR HOME? _____

☐ LEVEL I Non English speaking	☐ LEVEL I-S	☐ LEVEL II Very Limited English speaking	☐ LEVEL III Limited English Speaking	☐ LEVEL IV English Speaking

Ethnicity of the student: WHITE ☐ CHICANO/LATINO ☐ OTHER ☐ _____

BLACK ☐ CHINESE ☐

25

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BOLT – English Test
SECTION II: DIRECTIONS

Please be sure that you are familiar with the instructions given on pages 3 through 5 of the Manual, and with the samples of correct and incorrect responses given on pages 8 through 11. To help you judge the answers, a summary of the general concepts tested are given in the column at the left of this questionnaire.

1. Show the student the illustrations in the picture charts, ask the corresponding questions and record each response. Place a checkmark (√) in the appropriate box if the answer is correct, a (0) if the answer is incorrect, and a (Ø) if the answer is correct but in a language other than English.

2. To save time, begin with questions of LEVEL III (questions 6 through 13). If the student answers a minimum of *six* of these questions correctly, go to questions of LEVEL IV (questions 14 through 20). But if the student misses *three or more* questions of LEVEL III, go back and administer questions of LEVEL II (questions 1 through 5).

3. Determine the LEVEL OF LANGUAGE CLASSIFICATION OF THE STUDENT according to the following criteria:

LEVEL IV, requires a minimum of *six* correct answers to questions of LEVEL III plus a minimum of *six* correct answers to questions of LEVEL IV.
LEVEL III, requires a minimum of six correct answers to questions of LEVEL III.
LEVEL II, requires a minimum of *four* correct answers to questions of LEVEL II. A student missing *more than one* question of LEVEL II is classified at LEVEL I, but if he has *more than six* marks (Ø) in questions of LEVEL II or III he is classified at LEVEL I-S.

QUESTIONNAIRE (Start with questions of LEVEL III)

CONCEPTS BEING TESTED	QUESTIONS OF LEVEL II
1. Plural formation: adding *s*	☐ 1. (Pointing to the "cars" in CHART #1) WHAT ARE THESE?
2. Simple sentence with subject and verb	☐ 2. (Using CHART #1) WHY ARE THE PEOPLE SITTING DOWN?
3. Prepositional phrase.	☐ 3. (Using CHART #1) TELL ME, WHERE IS THE SMALL CAR?
4. Prepositional phrase.	☐ 4. (Using CHART #2) WHERE IS THE FAMILY?
5. *ing* form of the verb.	☐ 5. (Using CHART #2) WHAT IS THE FATHER DOING?
START HERE	QUESTIONS OF LEVEL III
6. Plural: adding *es*.	☐ 6. (Pointing to the "houses" in CHART #1) WHAT ARE THESE?
7. Plural: *men*.	☐ 7. (Pointing to the "men" in CHART #1) WHAT ARE THESE?
8. Possessive pronouns.	☐ 8. (Using CHART #2) WHOSE SHOES ARE THESE?

9. Use of past tense or present tense (implying the future).	☐ 9. (Using CHART #2) WHY DID THE FATHER TAKE OFF HIS SHOES?
10. Possessive pronouns.	☐ 10. (Using CHART #2) WHOSE TOY IS THIS?
11. Use of past participle as adjective.	☐ 11. (Using CHART #2) WHY IS THE BOY CRYING?
12. *ing* form of the verb.	☐ 12. (Using CHART #2) WHAT IS THE OLDER SISTER DOING?
13. Use of future tense, or present tense (implying the future).	☐ 13. (Using CHART #2) WHAT WILL THE FAMILY DO AFTER THE GIRL FINISHES SETTING THE TABLE?
	QUESTIONS OF LEVEL IV
14. Past tense.	☐ 14. (Using the first picture of CHART #3) WHAT WAS THE DOG DOING TO THE CAT?
15. Past tense.	☐ 15. (Using CHART #3) HOW DID THE CAT GET DOWN?
16. "would have" or "could have" plus participle.	☐ 16. (Using CHART #3) WHAT WOULD HAVE HAPPENED IF THE FIREMAN HAD NOT COME?
17. "could have" plus past participle.	☐ 17. (Using CHART #3) HOW COULD THE BOY HAVE GOTTEN THE CAT DOWN BY HIMSELF?
18. Past tense.	☐ 18. (Using CHART #3) WHAT DID THE DOG DO AFTER THE FIREMAN BROUGHT THE CAT DOWN?
19. "would have" plus past participle.	☐ 19. (Using CHART #3) WHAT WOULD HAVE BEEN YOUR REACTION IF THIS HAD BEEN YOUR CAT?
20. Formation of a question with the proper word order.	☐ 20. (Using CHART #1) WHAT QUESTION IS THE LADY WITH THE RED DRESS ASKING THE POLICEMAN?

LEVEL OF LANGUAGE CLASSIFICATION OF THE STUDENT: LEVEL I ☐ LEVEL I-S ☐ LEVEL II ☐ LEVEL III ☐ LEVEL IV ☐

(Please transfer the level of classification to the front of this page.)

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BOLT-ENGLISH TEST

CLASS RECORD CHART

SCHOOL DISTRICT _____

_____

ROOM NUMBER _____ GRADE LEVELS _____

SCHOOL _____

_____

LEVELS	NO. CHILDREN
I	
I-S	
II	
III	
IV	
TOTAL NO. OF PUPILS	

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CLASS RECORD CHART
BOLT – English Test

INSTRUCTIONS: 1. Please enter the names of the students tested and transfer to this page the checkmarks (√) and the zeros (0) from each of the answer sheets. If the item was not tested leave the space blank. Write the total number of correct answers for each LEVEL tested on the corresponding lines A, B, or C.

2. Fill the last line of this chart with the LEVEL OF LANGUAGE CLASSIFICATION recorded on the front page of each ANSWER SHEET.

| LEVEL OF QUESTION | STUDENT NAME / QUESTION # | | |

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BILINGUAL ORAL LANGUAGE TEST

BOLT-ENGLISH

SAM COHEN
B. ROBERTO CRUZ
RAUL BRAVO

TECHNICAL REPORT

BILINGUAL MEDIA PRODUCTIONS, Inc.
P.O. Box 9337, North Berkeley Station (BMP, Inc.)
Berkeley, California 94709

B ILINGUAL ORAL LANGUAGE TEST (BOLT - ENGLISH)

TECHNICAL REPORT

Test developed by: Sam Cohen, Bilingual Consultant
Roberto Cruz, Bilingual Consultant
Raúl Bravo, Bilingual Evaluator

BILINGUAL MEDIA PRODUCTIONS (BMP, Inc.)
P.O. Box 9337, North Berkeley Station
Berkeley, California 94709

1977

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I. INTRODUCTION

The BOLT Test is a comprehensive intermediate and secondary English language proficiency test that assesses oral language skills ranging from understanding simple sentence patterns to using complex syntactical forms of the language. The test consists of twenty questions which are tested orally. Each question is leveled according to its degree of difficulty; Level I (containing the easiest questions) through Level IV (containing the most difficult). The ability of a student to answer certain questions over others, systematically, places him or her at a certain level. The levels of language classification described in the test manual are:

Level I: Non-English Speaking

Level I-S: Supplement to Level I

Level II: Very-Limited-English Speaking

Level III: Limited-English Speaking

Level IV: English Speaking

The scale used to level the questions is essentially the same as the one used by the test to classify the students.

The first version of the instrument was drafted by Mr. Sam Cohen, the BABEL/BASTA Coordinator for the Oakland Unified School District and a team of bilingual educators; the test was originally named ISELD (Intermediate Secondary English Language Dominance Test). Upon its completion, the test was pilot tested to detect possible inaccuracies that could not be predicted during its theoretical development. The pilot testing was performed in late January of 1976 using a sample of a bilingual

population (177 students) as well as a sample of native English speakers (40 students). The tested bilingual population provided a guide to the leveling of the questions of Level I, II, and III while the native English population provided a reference to the accuracy of Level IV questions.

To provide an initial measure of the validity of these classifications, the results of the test were compared to a language classification of the students made by the teacher. To minimize subjectivity on the teachers' assessment and to provide a uniform criteria for the classification of each student, the teachers were required to read carefully the definitions for language classification given in the manual. After performing this assessment, another teacher, without previous knowledge of the above mentioned categorization, administered the test and obtained the classification given by the test.

An element that must be considered when establishing the correlation between the teacher's opinion and the result of the test is the fact that the teacher's assessment might include the variable vocabulary while actual testing essentially involves skills connected with syntax. There is no conclusive evidence that grammar skills are correlated to differences in vocabulary, so from the start there was no expectation to obtain a 1.0 correlation between both types of evaluation. Therefore, if vocabulary assessment is required, another instrument to complement the classification given by BOLT should be used. Experience

shows, however, that by and large the teacher's assessment is sufficient to pinpoint the vocabulary level of each student. The comparison between these classifications provided tables of correspondency that were used to study the exact agreement and the association between both assessments.

The preliminary technical data collected from the pilot test was utilized in three ways. First, the data collected was used to compare the leveling of a student by the test to that given by the teacher. Secondly, the data was used to perform an item analysis to check the initial leveling of the selected items. Finally, the quantitative information collected led to some modifications of the test and the production of a second version in March 1976. Modifications included some changes in the items, in the regrouping of questions and in the organization of the test administration. In the second version, the testing began with questions of Level III; those students performing adequately at this level were then administered questions of Level IV; those not passing Level III were administered questions of Level II.

The second version of the instrument was field tested on the BASTA population (Berkeley, Jefferson, Oakland, and Richmond School Districts) covering 1,070 students. Of this total 7th-12th population, 1,054 were used in the analysis. The Riverside School District was also a participant in this field testing with an additional population of 284 students. Finally, Pomona

School District participated in the fieldtesting and results obtained from its population of 1,979 students were used to cross-validate the results obtained in the other districts. One important conclusion obtained in the Pomona testing was related to the need to orient the final form to be used almost exclusively in the 7-12 grade range because the development data showed much higher accuracy in that area than in the elementary grades.

The experience gained, along with the suggestions and criticism from teachers and administrators in the field, led to the completely streamlined final form. Technical recommendations were presented in June 1976 and were accepted. The final version was produced between June and August 1976. BAHIA, Inc., a non-profit corporation, was placed in charge of the printing of the BOLT-English Test.

Prior to mass dissemination, technical data were collected on the final version with the following results:

Coefficient of concurrent validity

1) Agreement =.9

2) Cohen's Kappa, =.86

Coefficient of predictive validity

1) Guttman's lambda =.81

Test retest reliability (stability)

1) Pearson product-moment correlation, r_{tt}=.97

2) Goodman and Kruskall gamma, =.99

Internal consistency

Kuder-Richardson formula 20, r_{xx}=.94

Detailed information about these indicators plus a table of p-numbers for items according to the level of classification of students is presented in this technical report.

II. RATIONALE OF THE TEST AND DEVELOPMENT DATA

a. Rationale

b. Report of Development Data (1st and 2nd versions)

II. RATIONALE OF THE TEST AND DEVELOPMENT DATA.

a. Rationale

We may view the child's development of his first language as evolving into a more and more complex set of grammatical structures. This acquisition pattern tends to correlate with increasing maturation. Because stages of language development can be outlined and studied, it is possiblie to devise a set of grammatical morphemes that a language learner can produce or understand at a given maturational level (Menyuk 1963). Since certain grammatical processes are more complex than others, they require a higher maturational level in the youngster.

Language learners learn noun and verb inflections, means for expressing spatial relations, and auxiliary forms in grammar in a sequential orderly process (C. Chomsky 1971). The rate of a language learners progression through these and subsequent stages in the hierarchy of grammatical rules will vary radically among children, but the order of development is invariant across both children and languages. The role is influenced by both family interaction variables and intelligence, while the order has been 'primarily determined by the relative semantic and grammatical complexity of constructions' (Brown 1973).

Assuming that a non-English speaker must follow essentially the same structural learning patterns as a child developing his first language, the emphasis for the selection of items was focused into syntactical patterns with different levels of

difficulty for the first language learner.

Based on these premises and looking at the vocabulary that is frequently used in reading material for secondary schools, the selection of items was performed trying to detect control of some basic grammatical structures. The vocabulary was selected at a rather elementary level to avoid difficulties for the students due to this variable. The grammatical structures were of increasing difficulty and leveled according to a theoretical scale that was confirmed in the field testing.

b. Report of Development Data
(First and Second Versions: Tables I Through X)

The technical data attached in this section reveals two types of information about the pilot and field testing versions: (1) An item analysis (Tables I and II), and (2) a correlation between the test results and the teacher's classification of the students (Tables III, IV, V, VI, VII, VIII, IX).

The item analysis was performed to check experimentally the rationale described to select the items. Given this purpose, the steps to select the items can be described as follows: (1) Theoretical criteria based on research, (2) Jury of experts, (3) Item analysis obtained in the pilot testing, (4) Item dificulties and criterion-group analysis, (5) Item analysis obtained in the field testing, and (6) Jury of experts making final selection.

The item analysis tables show the overall accomplishment of the students tested by items in addition to the performance of the students by their level of language classification and by the degree of difficulty of the questions. The correlation tables show the concordance of the results. On these last tables two terms are used, "exact" and "wide" concordance. Exact concordance should be understood as the perfect agreement between the language classification given by the test and that given by the teacher. More precisely, the exact concordance is the measure of agreement for nominal scales, while the wide agreement is a measure of association for such scales.

In the first version, the different questions were numbered 1 to 20, and were administered in consecutive order to the student. However, they were not leveled according to their order of appearance. Questions 1, 5, 6, 7, 8, 12, and 13 were of Level II, questions 2, 4, 9, 10, 11, 20 were of Level III and questions 3, 14, 15, 16, 17, 18, and 19 were of Level IV. The results of performances in the pilot testing appear in Table I. These results led to modifications that can be observed in Table II corresponding to the field testing of the second version. The administration of this version began with Level III questions (2, 3, 9, 10, 11, 12, and 13) and depending on the success in this area, Level II questions (1, 5, 6, 7, and 8) or Level IV questions (4, 14, 15, 16, 17, 18, 19, and 20) were administered. The results of performances in the field testing appear in Table II.

Comparing the values in Tables I and II there was a slight increase in the performance of students in questions corresponding to their own level of classification except for students of Level III, but the decrease found here (92% to 91%) was not significant to create doubts. However, caution was taken when comparing the total performance of questions in Level II: in the second version these questions were not administered to students passing Level III, and hence the only overall comparisons that could be made were for questions of Level III. The general performance of students in questions of Level III was noticeably higher in the second version of

of the test (from 75% in the pilot testing to 85% in the field testing). This improvement was probably due to the following reasons:

1. Test administrators were able to be more accurate in determining which answers were correct and which were not correct because of experience and some of the improvements in the test manual;
2. Picture charts were improved to avoid ambiguities;
3. Question administration followed a different order;
4. A few students were taking this test for the second time within a short period between tests.

Even with the increase in the overall performance of Level III questions, these items were still consistently separating students of Level III from those of Level II. This was particularly clear in Table II in questions 9, 10, 11, 12, and 13 where the minimum difference in performance for both groups was 40%. This contrasted with the low level of separation found in question 4 where students of Level III performed barely 11% less than students of Level IV (Table II). This same question was not found to be a good separator in the first version even for students of Level II and III (Table I). With this evidence in mind the original question 4 was replaced by an item eliciting questions.

In further comparing the concordance results in Riverside Unified School District (Table V) and that of the BASTA Consortium (Table VI), additional studies were made to determine

the cause of the lower correlation values found in Riverside. The two main explanations for this discrepancy were:

1. Riverside data included only fourth through seventh grade students while BASTA data covered seventh through twelfth grade students.
2. In the Riverside School District teachers received less training in the administration of the test than the BASTA staff.

After reviewing the field test results for the second version and comparing them to those obtained for the first version some assumptions were made. The values (for the second version) proved a great improvement in the efficiency of the test, and consequently the degree of agreement between the test and the teacher's opinion of the student probably could not be improved much further. Since it is impossible to create a common criterion that would eliminate all human errors in the teacher's subjective assessment, efforts to get the impossible 100% concordance were discouraged.

The data coming from the field testing in the Pomona Unified School District was essentially used to cross-validate the results obtained in the other districts (see tables VII, VIII and IX). The following comparisons were made for exact concordance:

Table number and percentage by grade levels	Table number and percentage by grade levels	Remarks
VI 82% (7th - 12th)	IX 78% (10th-12th)	No significant difference for similar grades
V 69% (4th-7th)	VII 65% (4th-6th)	Similar low results for intermediate level students
VI 82%; IX 78% (7th-12th and 10th-12th)	VIII 79% (7th-9th)	No significant difference for different grade levels in secondary school
VI 82%; VIII 79%; IX 78% (7th-12th)	V 69%; VII 65% (4th-7th)	Consistently higher accuracy for secondary school students than for intermediate level students

Some obvious conclusions were drawn from the comparisons:

1. The test was working equally well for secondary school students, without significant differences in accuracy for different grade levels (junior high vs. senior high school).
2. The test showed consistently higher accuracy when administered to secondary school students (7th-12th) than when administered to intermediate level (4th-6th) students.

These conclusions led to a decision to design the final version of the test to be oriented toward secondary school students exclusively, but without discarding future research on the test's applicability to intermediate levels (4th-6th).

A variety of recommendations for the improvement of the second version of the ISELD Test resulted from the values obtained from the field testing as well as the suggestions given at the San José CABE Conference on Evaluation (April 1976). Some recommendations included:

1. Improvement of picture charts should eliminate all ambiguities.
2. The test manual should be more precise in deciding whether a question is right or wrong. More possible answers to each question should be listed in the manual.
3. The layout design of the questions should be improved. A reference to the concepts tested should be on the same sheet as that of the questionnaire. Questions should be numbered according to their listing order.
4. The leveling of some questions should be reviewed by a linguist.
5. Question number 4 should be eliminated.
6. To replace the omission of question number 4 in Level IV, an item that would elicit the formation of a question by the student should be added to this level.
7. Question number 14 should be changed from Level IV to Level III.
8. Level III should be made easier to pass by accepting two mistakes in this level. Level IV should be made harder by recommendations 6 and 7.

These recommendations led to a test with 8 questions of Level III, 5 questions of Level II, and 7 questions of Level IV. The 8 questions of Level III would be the question originally numbered 2, 3, 9, 10, 11, 12, 13, and 14. Minimum performance for this level would be <u>six</u> correct answers.

The questions of Level III would be questions 1, 5, 6, 7, and 8. Minimum performance for this level would be <u>four</u> correct answers. The 7 questions for Level IV would be questions 15, 16, 17, 18, 19, 20, and a new one eliciting a question from the student. Minimum performance for this level would be <u>six</u> correct answers.

These technical recommendations were presented in June of 1976 and were all accepted. The final version was produced between June and August. BAHIA Inc., a non-profit corporation, was put in charge of the printing and dissemination of the BOLT-English Test.

The corresponding Spanish version was tested from January to March 1977. The information gathered was used to produce the final BOLT-Spanish Test which will determine the Spanish language classification. This Spanish language classification will be combined with the BOLT-English language classification to determine the degree of bilingualism of the students.

TABLE I

RESULTS BY STUDENTS LANGUAGE CLASSIFICATION AND

BY DEGREE OF QUESTION'S DIFFICULTY . PILOT TESTING : FEBRUARY 1976.

SAMPLE OF BASTA CONSORTIUM POPULATION . N = 177

		TOTAL POPULATION N = 177		LEVEL I STUDENTS N_1 = 29		LEVEL II STUDENTS N_2 = 31		LEVEL III STUDENTS N_3 = 40		LEVEL IV STUDENTS N_4 = 77	
		# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%
LEVEL II QUESTIONS	1	151	85%	10	34%	28	90%	38	95%	75	97%
	5	129	73%	1	3%	26	84%	30	75%	72	94%
	6	123	69%	0	0%	22	71%	31	78%	70	91%
	7	139	79%	4	14%	29	94%	36	90%	71	92%
	8	143	81%	3	10%	31	100%	35	88%	74	96%
	12	124	70%	1	3%	17	55%	28	70%	68	88%
	13	122	69%	0	0%	20	65%	30	75%	72	94%
TOTAL FOR LEVEL II		931	75%	19	9%	173	80%	227	81%	502	93%
LEVEL III QUESTIONS	2	135	76%	3	10%	16	52%	40	100%	76	99%
	4	133	75%	2	7%	24	77%	35	88%	72	94%
	9	123	69%	1	3%	11	35%	37	93%	74	96%
	10	133	75%	1	3%	22	71%	39	98%	71	92%
	11	112	63%	0	0%	8	26%	33	83%	71	92%
	20	120	68%	2	7%	7	23%	38	95%	73	95%
TOTAL FOR LEVEL III		756	71%	9	5%	88	47%	222	92%	437	95%
LEVEL IV QUESTIONS	3	125	71%	4	14%	13	35%	33	83%	75	97%
	14	116	66%	1	3%	14	45%	27	68%	74	96%
	15	105	59%	0	0%	9	29%	25	63%	71	92%
	16	93	53%	0	0%	4	13%	18	45%	71	92%
	17	90	51%	0	0%	5	16%	14	35%	71	92%
	18	77	44%	0	0%	3	10%	10	25%	64	83%
	19	106	60%	1	3%	7	23%	22	55%	76	99%
TOTAL FOR LEVEL IV		712	57%	6	3%	55	25%	149	53%	502	93%

TABLE II

RESULTS BY STUDENTS' LANGUAGE CLASSIFICATION AND
BY DEGREE OF QUESTION DIFFICULTY (FIELD TESTING MARCH 1976)
SAMPLE OF BASTA CONSORTIA POPULATION (WITHOUT DALY CITY DATA) N = 110

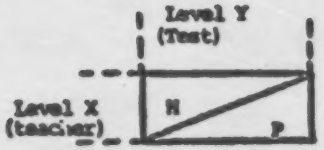
		TOTAL POPULATION N = 110		LEVEL I STUDENTS N = 6		LEVEL II STUDENTS N = 10		LEVEL III STUDENTS N = 40		LEVEL IV STUDENTS N = 54	
		# OF RIGHT ANSWER	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%
LEVEL III QUESTIONS	2.	105	95%	3	50%	8	80%	40	100%	54	100%
	3.	96	87%	2	33%	7	70%	37	93%	50	93%
	9.	91	83%	2	33%	4	40%	37	93%	48	89%
	10.	93	85%	1	17%	5	50%	36	90%	51	94%
	11.	96	87%	2	33%	4	40%	37	93%	53	98%
	12.	80	73%	0	0%	3	30%	32	80%	45	83%
	13.	96	87%	1	17%	5	50%	36	90%	54	100%
TOTAL FOR LEVEL III		657	85%	11	26%	36	51%	255	91%	355	94%
LEVEL II QUESTIONS	1.	11	69%	1	17%	10	100%				
	5.	11	69%	1	17%	10	100%				
	6.	10	63%	1	17%	9	90%				
	7.	10	63%	0	0%	10	100%				
	8.	11	69%	1	17%	10	100%				
TOTAL FOR LEVEL II		53	66%	4	13%	49	98%				
LEVEL IV QUESTIONS	4.	86	78%					34	85%	52	96%
	14.	83	75%					30	75%	53	98%
	15.	83	75%					31	78%	51	94%
	16.	72	65%					21	53%	51	94%
	17.	75	68%					24	60%	51	94%
	18.	67	61%					18	45%	49	91%
	19.	84	76%					31	78%	53	98%
	20.	62	56%					13	33%	49	91%
TOTAL FOR LEVEL IV		611	81%					202	63%	409	95%

PILOT TESTING: FEBRUARY 1976

Bilingual Classes Including Part of Daly City data.

N=155

CONCORDANCY CHART FOR ISELD TEST (To be read horizontally)



N = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

Student's classification by ISELD / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	18 — 75%	5 — 21%	1 — 4%	0 — 0%	24
Wide concordancy	→ 96% ←				
LEVEL II	5 — 24%	11 — 52%	4 — 19%	1 — 5%	21
Wide concordancy	→ 95% ←				
LEVEL III	1 — 3%	6 — 18%	18 — 55%	8 — 24%	33
Wide concordancy		→ 97% ←			
LEVEL IV	0 — 0%	3 — 4%	13 — 17%	61 — 79%	77
Wide concordancy			→ 96% ←		
					155

Total (exact) concordance: 108

% of (exact) concordance: 70%

Total wide concordance: 149

% of wide concordance: 96%

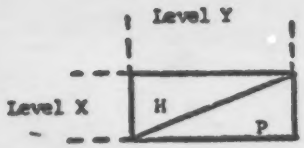
TABLE III

FIELD TESTING : March 1976

RIVERSIDE SCHOOL DISTRICT AND
BASTA PROGRAM-BILINGUAL CLASSES
(4th - 7th and 7th - 12th)

CONCORDANCY CHART FOR ISELD TEST (To be read horizontally)

N = 1,337



H = number of students of Level X (according to the test) that were assigned (subjectively) to Level Y by the teacher.

P = % of students of Level X (according to the test) that were assigned to Level Y by the teacher.

Student classification by ISELD Test \ Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to ISELD
LEVEL I	51 — 96%	2 — 4%	0 — 0%	0 — 0%	53
Wide concordancy	→ 100% ←				
LEVEL II	19 — 19%	66 — 66%	13 — 13%	2 — 2%	100
Wide concordancy	→ 98% ←				
LEVEL III	2 — 1%	26 — 12%	114 — 55%	67 — 32%	209
Wide concordancy		→ 99% ←			
LEVEL IV	0 — 0%	31 — 3%	114 — 12%	830 — 85%	975
Wide concordancy			→ 97% ←		
					1,337

Total (exact) concordance: 1,061 — % of (exact) concordance: 79%

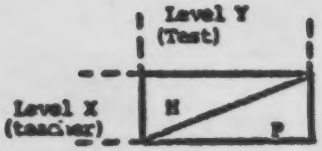
Total Wide concordance: 1,302 — % of Wide concordance: 97%

TABLE IV

FIELD TESTING: March 1976

Riverside School District
4th-7th Grades

N=284



CONCORDANCY CHART FOR ISELD TEST (To be read horizontally)

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

Student's classification by ISELD / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	17 — 94%	1 — 6%	0 — 0%	0 — 0%	18
Wide concordancy	→ 100% ⇄				
LEVEL II	4 — 17%	11 — 48%	6 — 26%	2 — 9%	23
Wide concordancy	→ 98% ←				
LEVEL III	2 — 3%	10 — 18%	22 — 39%	23 — 40%	57
Wide concordancy		→ 97% ←			
LEVEL IV	0 — 0%	1 — 1%	40 — 21%	145 — 78%	186
Wide concordancy			→ 99% ←		
					284

Total (exact) concordance: 195

% of (exact) concordance: 69%

Total wide concordance: 279

% of wide concordance: 98%

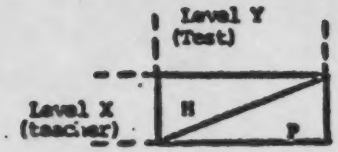
TABLE V

FIELD TESTING: March, 1976

Bilingual Classes: BASTA Programs

N=1053

CONCORDANCY CHART FOR ISELD TEST (To be read horizontally)



N = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

Student's classification by ISELD / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	34 — 97%	1 — 3%	0 — 0%	0 — 0%	35
Wide concordancy	→ 100% ⇄				
LEVEL II	15 — 20%	55 — 71%	7 — 9%	0 — 0%	77
Wide concordancy	→ 100% ←				
LEVEL III	0 — 0%	16 — 10%	92 — 61%	44 — 29%	152
Wide concordancy		→ 100% ←			
LEVEL IV	0 — 0%	30 — 4%	74 — 9%	685 — 87%	789
Wide concordancy			→ 96% ←		
					1,053

Total(exact) concordance: 866 — Total wide concordance: 1,023

% of (exact) concordance: 82% — % of wide concordance: 97%

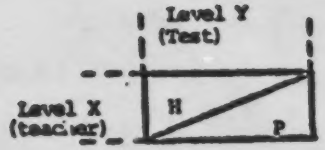
TABLE 11

FIELD TESTING: April 1976

Pomona Unified School District
21 Intermediate level schools
4th - 6th grades

N=1,107

CONCORDANCY CHART FOR ISELD TEST (To be read horizontally)



H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

Student's classification by ISELD / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	113 — 91%	11 — 9%	0 — 0%	0 — 0%	124
Wide concordancy	→ 100% ←				
LEVEL II	69 — 27%	97 — 53%	17 — 20%	0 — 0%	183
Wide concordancy	→ 100% ←				
LEVEL III	4 — 1%	202 — 44%	194 — 43%	57 — 12%	457
Wide concordancy		→ 99% ←			
LEVEL IV	0 — 0%	3 — 1%	19 — 6%	32[illegible] — 93%	343
Wide concordancy			→ 99% ←		
					1,107

Total (exact) concordance: 725

% of (exact) concordance: 65%

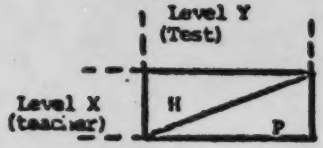
Total wide concordance: 1,100

% of wide concordance: 99%

TABLE VII

FIELD TESTING: April 1976

Pomona Unified School District
6 Junior High Schools
7th-9th grades



CONCORDANCY CHART FOR ISELD TEST (To be read horizontally) N=499

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

Teacher (subjective) assignment \ Student's classification by ISELD	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	44 / 96%	2 / 4%	0 / 0%	0 / 0%	46
Wide concordancy	→ 100% ←				
LEVEL II	12 / 18%	50 / 74%	6 / 8%	0 / 0%	68
Wide concordancy	→ 100% ←				
LEVEL III	0 / 0%	17 / 16%	78 / 72%	14 / 12%	109
Wide concordancy		→ 100% ←			
LEVEL IV	0 / 0%	5 / 2%	48 / 17%	223 / 81%	276
Wide concordancy			→ 98% ←		
					499

Total (exact) concordance: 395

% of (exact) concordance: 79%

Total wide concordance: 494

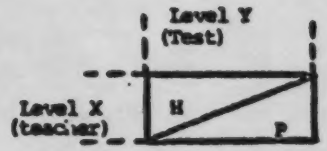
% of wide concordance: 99%

TABLE VIII

FIELD TESTING: April 1976

Pomona Unified School District
4 Senior High Schools
10th-12th grades

CONCORDANCY CHART FOR ISELD TEST (To be read horizontally)



H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

N=373

Student's classification by ISELD / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	23 — 96%	1 — 4%	0 — 0%	0 — 0%	24
Wide concordancy	→ 100% ←				
LEVEL II	8 — 19%	32 — 76%	2 — 5%	0 — 0%	42
Wide concordancy	→ 100% ←				
LEVEL III	0 — 0%	37 — 26%	99 — 68%	9 — 6%	145
Wide concordancy	→ 100% ←				
LEVEL IV	0 — 0%	2 — 1%	24 — 15%	136 — 84%	162
Wide concordancy	→ 99% ←				
					373

Total (exact) concordance: 290 — % of (exact) concordance: 78%

Total wide concordance: 371 — % of wide concordance: 99%

TABLE IX

24

III. TECHNICAL DATA FOR THE FINAL VERSION

FINAL VERSION OF THE INSTRUMENT: BOLT - English Test
Field test and Research Results.

The final version of the instrument was published in September 1976 and technical information was gathered on the administration of the test in four schools districts in the San Francisco Bay Area and the Palm Springs Unified School District in California. The information was based on testing administered from October 1976 thruogh January 1977 and a random sample of 1037 students was selected to obtain information about validity and reliability of the test. The students were of different ethnicity (Caucasian, Chicano/Latinos, Pilipinos, Chinese, etc) and registered in all the grade levels (7th through 12th) of different secondary schools).

The date for the data retrieval was purposefully selected trying to obtain a larger sample of limited and non- English speaking students that could balance the rather high number that the teachers were classifying as fluent English Speaking in the testing performed in the second half of the academic year 1975/76. The data collection was based only in the administration of 7th through 12th grade students because the development data was clearly indicating that the test was working more efficiently on that grade range.

The information obtained in the Fall of 1976 was used to calculate coefficients of concurrent validity, predictive validity, stability (test- retest reliability) and internal consistency for the instrument . Coefficients of difficulty (p - numbers) were also calculated for each one of the items of

the test.

VALIDITY.

Although content validity is usually considered a low form of validity, it must be emphasized here that the selection of items for the BOLT - English Test was seriously supported by research done recently by people involved in Bilingual Education. Furthermore, the items and the organization were thoroughly discussed with teachers, administrators and researchers with wide experience in the field.

As discussed above, the information obtained in the pilot and field testing of the instrument (Tables I through IX) is hard data showing the validity of the preliminary versions of the test, and hence of the final version. That information provides measures of agreement that could be used as coefficients of concurrent validity. The coefficients of agreement (exact concordance) obtained in Tables III, IV, V, VI, VIII, and IX show a considerable increase of the exact concordance: from 70% in the first version (Table III) to 82% in the second version (Table VI). The modifications introduced and the higher level of precision determined by an improved Manual produced a measure of agreement of 90.4%, i.e. =.9, in the final version (Table X). A measure of association can be read through the wide concordance which in this case reaches a perfect 100%. The breakdown by school districts showed highly similar results even when the test was administered by different teachers. Besides, no significant differences for the measures of agreement were observed when grouping the students by grade levels or by ethnicity.

The measures of agreement and association obtained in this process are much more than simple concordance with a

subjective assessment of the teachers. In fact, before asking the teacher to make his/her personal assessment of the student he/she was asked to read carefully the definitions for the Levels of Language Classification given in page 4 of the Manual. Hence the subjective asssessment of the teacher was based on a clearly defined criteria.After this assessment, another teacher - without knowledge of the above mentioned categorization - administered the test and obtained the classification given by the instrument. With this methodology the differences in criteria to assess the students were minimized, and the results led to coefficients of validity and reliability for the test.

The results in Table X yield frequency values for the concordance of the final version of the test. Table XI provides the same information but given as proportion of the total population.

a) Concurrent Validity

The measure of agreement (exact concordance)

$$\alpha = .9$$

obtained from Table X is the first coefficient of concurrent validity for the instrument. This number might be considered as obtained from the naive approach to concurrent validity, because it does not eliminate agreement by chance. To overcome the objection, a different statistical procedure must be used. One way to do it consists of calculating the Cohen's Kappa coefficient of agreement that provides "the proportion of agreement after chance agreement is removed from consideration". This coefficient is defined by the formula:

$$\kappa = \frac{P_o - P_c}{1 - P_c}$$

where " p_o is the proportion of units in which the judges agreed and p_c is the proportion of units for which agreement is expected by chance". Since agreement by chance is eliminated, this κ might be considered also as a first information on reliability (replicability) of the test. To perform the operations it is convenient to present the data in Table X as proportions (relative to the total population), i.e. for each figure in the 4x4 matrix described by Table X another coefficient $p_{ij} = \frac{f_{ij}}{N}$ is calculated in Table XI. The marginals

$$s_j = \sum_{j=1}^{j=4} p_{ij} \qquad \text{and} \qquad c_j = \sum_{i=1}^{i=4} p_{ij}$$

are then used to calculate the proportions $\varepsilon_{ij} = s_i c_j$ expected on the hypothesis of chance associations, i.e. the joint probabilities of the marginal proportions. With this information p_o and p_c are easily calculated by

$$p_o = \sum_{i=1}^{i=4} p_{ii} \qquad \text{and} \qquad p_c = \sum_{i=1}^{i=4} \varepsilon_{ii}$$

The Cohen's kappa coefficient for Table X is

$$\boxed{\kappa = .857} \ ,$$

providing a second and more refined coefficient of concurrent validity.

b) Predictive validity

This indicator will be calculated using the Guttman's lambda coefficient ofassociation which is quite similar to Cohen's kappa but with p_c defined in a different way. In fact

$$\lambda_1 = \frac{\sum_{j=1}^{m} p_{jk} - \hat{a}}{1 - \hat{a}}$$

where $p_{j\tilde{k}}$ is the largest entry in row j , and $\hat{a}$ is the largest of the s_i described before. This is a measure of association of the first judge (in our case the teacher) and the second judge (in our case the test). Since it is always interesting to determine and compare the predictability of the assessment of the first judge before and after the knowledge of the assessment made by the second judge, Guttman proposes a similar formula for the association of measures of the second judge with the first judge.

In our case, and based on the results of Table XI, the coefficient of predictive validity yields a result

$$\lambda_1 = .813$$

Again, calculating the association in the reverse order provides a value

$$\lambda_2 = .817$$

corroborating the the accuracy of the first result.

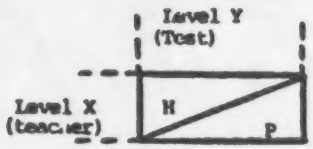
Goodman and Kruskal propose a coefficient λ_r defined by the same formula giving the Cohen's kappa but p_c is considered to be the mean of the two judges modal categories. From Tables X and XI is clear that p_c must be calculated using the Level IV results. This third coefficient of predictive validity yields

$$\lambda_r = \frac{.903 - .478}{1 - .478} = .81$$

FIELD TESTING: October, November, December 1976 and Jan. 1977

Palm Springs Unified School District and BASTA Consortium
12 Schools

N=1,037



CONCORDANCY CHART FOR BOLT TEST (To be read horizontally)

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

Student's classification by BOLT / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	137 — 97%	4 — 3%	0 — 0%	0 — 0%	141
Wide concordancy	→ 100% ←				
LEVEL II	16 — 10%	134 — 85%	7 — 5%	0 — 0%	157
Wide concordancy	→ 100% ←				
LEVEL III	0 — 0%	19 — 9%	198 — 81%	18 — 10%	235
Wide concordancy		→ 100% ←			
LEVEL IV	0 — 0%	0 — 0%	36 — 7%	468 — 93%	504
Wide concordancy			→ 100% ←		
					1,037

Total (exact) concordance: 937
% of (exact) concordance: 90.4%

Total wide concordance: 1,037
% of wide concordance: 100%

TABLE X

BOLT TEST: FIELD TESTING

Relative frequencies for entries in Table X
(Computations for Cohen's kappa)

$p_o = .903$

$p_c = .324$

$\kappa = .857$

$\kappa_m = .97$

	LEVEL I (by Test)	LEVEL II (by Test)	LEVEL III (by Test)	LEVEL IV (by Test)	
LEVEL I (by Teacher)	.132 (.020)	.004 (.021)	.000 (.032)	.0 (.064)	.136
LEVEL II (by Teacher)	.015 (.022)	.129 (.023)	.007 (.035)	.0 (.071)	.151
LEVEL III (by Teacher)	.0 (.033)	.018 (.034)	.191 (.053)	.018 (.106)	.227
LEVEL IV (by Teacher)	.0 (.071)	.0 (.073)	.035 (.113)	.451 (.228)	.486
	.147	.151	.233	.469	

TABLE XI

The negligible difference between these coefficients makes unnecessary to pursue more convincing evidence. Furthermore, the methodology used to gather the information for Table X is within the criteria specified for the use of the above mentioned formula. Goodman and Kruskall suggest that this coefficient also can be used to measure the degree of reliability of the test, but other authors have questioned such application.

RELIABILITY.

If the teacher were a perfect instrument and different teachers had a 1.0 correlation between their assessment of students, then the Cohen's kappa coefficient calculated for Table XI could be easily used as a good estimate of the reliability of the test. Obviously, these conditions are not presented in real life and there are tremendous limitations for such usage. However , if one would like to begin with that result as a first approximation it would be necessary to explore further the coefficient obtained. One should look at the value of κ_m , the maximun value of κ set by the marginal distributions. It is calculated by the formula

$$\kappa_m = \frac{P_{oM} - P_c}{1 - P_c}$$

where P_{oM} is the sum of the numbers $\min(s_i, c_i)$.

For the results in Table XI , the maximum kappa is

$$\kappa_m = .97$$

It indicates that the fuzziness of category boundaries may be reduced very little and that it is not profitable to try to sharpen those boundaries by further training of the judges.

An approximation to the standard error of κ can be calculated following the methodology indicated in Cohen's paper, and Table XI provides a value

$$\sigma_\kappa = .014$$

Since our N is sufficiently large the confidence limits can be calculated in the usual way, for example

95% confidence limit is $\sigma_\kappa \pm 1.96 = .857 \pm 1.96 \cdot .014$.

This means that the chances are 95% that the population value of κ is between .884 and .830 .

a) Test - retest reliability

The administration of the final version of the test was not adapted to perform a complete study of the stability of the test. In order to solve this problem a sample of 100 students were selected among those participating in the fieldtesting, and they were administered the questions that were not administered to them in the first tryout. The students were selected to make four equal groups of 25 for each Level of Language Classification. Besides that, precautions were taken to have students of different grade levels and of different school districts in the sample. The completion of the first tryout was made in late October and early November 1976. Three weeks later a second tryout was performed by administering the complete test (all 20 questions) to the 100 students selected.In most cases the retest was administered by different teachers than in the first tryout.

Table XII shows the concordance results for the 100 students. The entry f_{ij} of this matrix corresponds to the students of level i (in the first tryout) that were classified at level j (in the second tryout). Tables XIII and XIV show the performance by items, by student's language classification and by degree of difficulty of the items in the first and second tryout respectively.

The data obtained was used to calculate the mean score and the standard deviation for each tryout and the Pearson product - moment correlation coefficient, r_{tt} . The results are:

	First Tryout	Second Tryout
MEAN	10.63	11.24
STANDARD DEV.	6.61	6.49
N	100	100

$$r_{tt} = .97$$

This first coefficient of test-retest reliability was cross validated by calculating, from Table XII, the Goodman and Kruskal gamma coefficient of agreement. This coefficient was formulated by the authors as a symmetric measure of monotone association for categorical variables and is defined by the formula

$$\gamma = \frac{P - Q}{P + Q}$$

where P and Q are

$$P = \sum_{i,j} f_{ij} \left(\sum_{\substack{k>i \\ t>j}} f_{kt} \right) \qquad Q = \sum_{i,j} f_{ij} \left(\sum_{\substack{k<i \\ t>j}} f_{kt} \right)$$

From Table XII, P = 3417 and Q = 7. Hence

$$\gamma = .99$$

The obvious similarity of these two independent coefficients of test-retest reliability is a proof of the high degree of stability of the test provided a reasonably short interval between tryouts is respected. Of course, longer periods cannot provide the same type of values neither for r_{tt} nor for γ , due to to the unavoidable acquisition of language skills for children immersed in an English speaking environment.

b) Internal consistency

To check the internal consistency of the BOLT - English test the Kuder - Richardson formula 20 to the results obtained for the 100 students sampled for the first tryout. The calculations yielded the value

$$r_{xx} \doteq .94$$

c) p - numbers for the items

Table XIII provides uncontaminated (by retesting) results about the degree of difficulty of each item. The column of percentages of the first vertical section (TOTAL POPULATION) indicates what percentage of the reference group answered the item correctly. For example reading line 6, we conclude that 69% of the sample tested answered item 6 correctly. Normally this is expressed by saying that the p - number of question 6 is .69 . The same table gives the p - number of each item when considered among students of different levels of language classification. For example the item 6 that has a p - value of .69 when looking at the total population is reduced to .12 when administered to LEVEL I students, and goes to .68 when administered to LEVEL II students, etc.

These numbers give an approximation to the odds of success in answering the item by different types of students.

BOLT ENGLISH: TEST/RETEST RELIABILITY

Test Date: October/November 1976
Retest Date: November 1976

Agreement for Both Tryouts

N = 100

	LEVEL I (Second Tryout)	LEVEL II (Second Tryout)	LEVEL III (Second Tryout)	LEVEL IV (Second Tryout)	TOTAL BY LEVEL IN FIRST TRYOUT
LEVEL I (First Tryout)	21 / 92%	4 / 8%	0 / 8%	0 / 0%	25
LEVEL II (First Tryout)	1 / 4%	21 / 88%	3 / 8%	0 / 0%	25
LEVEL III (First Tryout)	0 / 0%	1 / 4%	24 / 96%	0 / 0%	25
LEVEL IV (First Tryout)	0 / 0%	0 / 0%	1 / 4%	24 / 100%	25
TOTAL BY LEVEL IN SECOND TRYOUT	22	26	28	24	100

TABLE XII

BOLT - ENGLISH TEST: ITEM ANALYSIS TABLE XIII

RESULTS BY STUDENTS' LANGUAGE CLASSIFICATION AND BY DEGREE OF DIFFICULTY OF QUESTIONS

TESTING DATE : October/November 1976
First field tryout

N = 100 students

		TOTAL POPULATION N = 100		LEVEL I STUDENTS N = 25		LEVEL II STUDENTS N = 25		LEVEL III STUDENTS N = 25		LEVEL IV STUDENTS N = 25	
		# OF RIGHT ANSWER	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%
LEVEL II QUESTIONS	1.	76	76%	5	20%	23	92%	23	92%	25	100%
	2.	69	69%	2	8%	21	84%	23	92%	24	96%
	3.	71	71%	1	4%	22	88%	24	96%	24	96%
	4.	74	74%	3	12%	23	92%	25	100%	23	92%
	5.	76	76%	4	16%	23	92%	24	96%	25	100%
TOTAL FOR LEVEL II		367	73%	15	12%	112	90%	119	95%	121	97%
LEVEL III QUESTIONS	6.	69	69%	3	12%	17	68%	24	96%	25	100%
	7.	61	61%	4	16%	11	44%	22	88%	24	96%
	8.	58	58%	1	4%	14	56%	21	84%	22	88%
	9.	54	54%	2	8%	10	40%	20	80%	22	88%
	10.	54	54%	1	4%	7	28%	23	92%	23	92%
	11.	47	47%	3	12%	6	24%	19	76%	19	76%
	12.	54	54%	1	4%	8	32%	20	80%	25	100%
	13.	53	53%	2	8%	9	36%	18	72%	24	96%
TOTAL FOR LEVEL III		450	56%	17	9%	82%	41%	167	84%	184	92%
LEVEL IV QUESTIONS	14.	46	46%	1	4%	3	12%	17	68%	25	100%
	15.	40	40%	0	0%	1	4%	15	60%	24	96%
	16.	30	30%	0	0%	0	0%	8	32%	22	88%
	17.	28	28%	0	0%	0	0%	4	16%	24	96%
	18.	39	39%	0	0%	0	0%	14	56%	25	100%
	19.	29	29%	0	0%	0	0%	5	20%	24	96%
	20.	34	34%	1	4%	1	0%	9	36%	23	92%
TOTAL FOR LEVEL IV		246	35%	2	1%	5	3%	72	41%	167	95%

BOLT - ENGLISH TEST: ITEM ANALYSIS TABLE XIV

RESULTS BY STUDENTS' LANGUAGE CLASSIFICATION AND BY DEGREE OF DIFFICULTY OF QUESTIONS

TESTING DATE : November 1976
Second field tryout

N = 100 students

		TOTAL POPULATION N = 100		LEVEL I STUDENTS N = 22		LEVEL II STUDENTS N = 26		LEVEL III STUDENTS N = 28		LEVEL IV STUDENTS N = 24	
		# OF RIGHT ANSWER	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%
LEVEL II QUESTIONS	1.	76	76%	5	23%	24	92%	23	82%	24	100%
	2.	74	74%	3	14%	23	88%	24	86%	24	100%
	3.	72	72%	1	5%	23	88%	24	86%	24	100%
	4.	78	78%	4	18%	24	92%	26	93%	24	100%
	5.	81	81%	6	27%	25	96%	26	93%	24	100%
TOTAL FOR LEVEL II		381	76%	19	17%	119	92%	123	88%	120	100%
LEVEL III QUESTIONS	6.	72	72%	3	14%	18	69%	27	96%	24	100%
	7.	66	66%	4	18%	13	50%	25	89%	24	100%
	8.	58	58%	0	0%	14	54%	22	79%	22	92%
	9.	61	61%	2	9%	12	46%	24	86%	23	96%
	10.	53	53%	0	0%	8	31%	23	82%	22	92%
	11.	57	57%	4	18%	6	23%	24	86%	23	96%
	12.	60	60%	2	9%	8	31%	26	93%	24	100%
	13.	58	58%	2	9%	9	35%	23	82%	24	100%
TOTAL FOR LEVEL III		485	61%	17	10%	88	42%	194	87%	186	97%
LEVEL IV QUESTIONS	14.	46	46%	1	5%	3	12%	18	64%	24	100%
	15.	42	42%	0	0%	1	4%	17	61%	24	100%
	16.	34	34%	0	0%	0	0%	12	43%	22	92%
	17.	28	28%	0	0%	0	0%	5	18%	23	96%
	18.	39	39%	0	0%	0	0%	15	54%	24	100%
	19.	33	33%	0	0%	0	0%	9	32%	24	100%
	20.	36	36%	0	0%	2	8%	11	39%	23	96%
TOTAL FOR LEVEL IV		258	37%	1	1%	6	3%	87	44%	164	98%

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BAHIA ORAL LANGUAGE TEST

BOLT- SPANISH

SAM COHEN

ROBERTO CRUZ

RAUL BRAVO

FOLLETO DE DIBUJOS

UNA PRUEBA COMPRENSIVA PARA EL NIVEL INTERMEDIO Y SECUNDARIO QUE EVALUA EL DOMINIO ORAL DEL IDIOMA ESPAÑOL: PARTE DE LA HABILIDAD PARA FORMAR ORACIONES SIMPLES Y LLEGA HASTA FORMAS SINTACTICAS COMPLICADAS.

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ILUSTRACION NO. 2A

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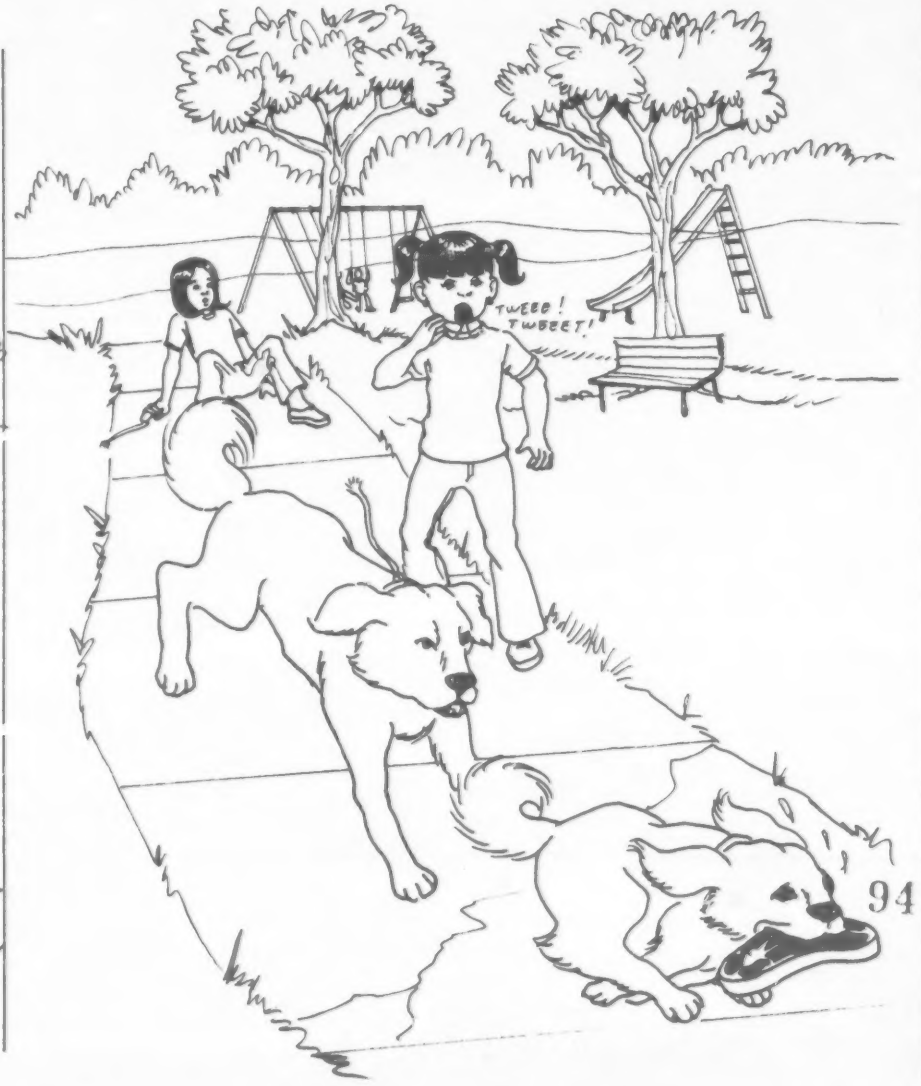
ILUSTRACION NO. 2B



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BAHIA ORAL LANGUAGE TEST

BOLT- SPANISH

SAM COHEN

ROBERTO CRUZ

RAUL BRAVO

MANUAL DEL MAESTRO

UN EXAMEN PARA EL NIVEL INTERMEDIO Y SECUNDARIO QUE EVALUA EL DOMINIO ORAL DEL IDIOMA ESPAÑOL: PARTE DE LA HABILIDAD PARA FORMAR ORACIONES SIMPLES Y LLEGA HASTA FORMAS SINTACTICAS COMPLICADAS.

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LOS AUTORES

SAM COHEN: Consultor Bilingüe, ha prestado servicios como Coordinador del Programa Bilingüe del Distrito Escolar de Oakland, California y como Director de un Consorcio de cinco distritos escolares en el área de la bahía de San Francisco. Recibió su Bachillerato en Español y Economía en la Universidad de California, Santa Barbara, y su Master en Educación en el Colegio de Notre Dame. Actualmente desarrolla estudios doctorales en la Universidad de San Francisco con énfasis en desarrollo de pruebas y evaluación. El Sr. Cohen ha enseñado cursos de Español e Inglés como Segundo Idioma en la escuela elemental, secundaria y en cursos de nivel universitario para estudiantes en Educación Bilingüe. Tambien ha prestado servicios como Consultor en Educación de Idiomas en California y en conferencias nacionales de Educación Bilingüe.

ROBERTO CRUZ: Consultor Bilingüe, ha prestado servicios como Director de un Consorcio de Educación Bilingüe y de una variedad de programas de perfeccionamiento de maestros. Es profesor de tiempo parcial en la Universidad de Stanford, enseñando cursos para estudiantes graduados y de Bachillerato con especialización en la Educación Bilingüe. El Dr. Cruz obtuvo su Ph.D. en la Universidad de California, Berkeley, es Vice-Presidente para la zona Norte de California de la Asociación de Educadores Bilingües de California (CABE) y es Director de la Asociación Coordinadora de Servicios Federales Bilingües en California. El Dr. Cruz es autor de numerosos proyectos de investigación y ha servido como Consultor de varios programas para el estado de California y para el Gobierno Federal.

RAUL BRAVO: Evaluador Bilingüe del programa Inglés/Español en cinco distritos escolares del area de la bahía de San Francisco, California. Después de completar su Bachillerato en Educación y trabajar como maestro de Matemáticas y Física en escuelas secundarias recibió su Master en Matemáticas en la Universidad de California, donde tambien completó los cursos para el doctorado. El profesor Bravo ha trabajado como evaluador de diferentes proyectos educacionales, desde la escuela elemental a la universidad. Enseña Matemáticas, como profesor de jornada parcial, en la Universidad de California (Extensión) y es autor del libro "Fundamentos de los Sistemas Numéricos" publicado en español por la Editorial Interamericana de Méjico.

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ALMA FLOR ADA: Profesor de Educación Bilingüe, U. de San Francisco
LILITA COHEN: Evaluadora Bilingüe
MARIA CORDOVA: Maestra Bilingüe, Distrito Escolar de Oakland, California
IRENE HIGHTOWER: Coordinadora del Programa Bilingüe; Richmond, California
JOSE MAES: Maestro Guía Distrito Escolar East Side Union High, San José, California
JOSE MELCHOR: Coordinador Programa Bilingüe, Distrito Escolar, Palm Spring, California
JUAN VALLEJO: Coordinador del Programa Bilingüe, Distrito Jefferson, California

BAHIA ORAL LANGUAGE TEST: BOLT-SPANISH

EXAMEN DE DOMINIO DE IDIOMA

Sam Cohen, Consultante Bilingüe
Roberto Cruz, Consultante Bilingüe
Raúl Bravo, Evaluador Bilingüe

BAHIA, Inc. 1977
Berkeley, California

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BOLT - SPANISH

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I. INTRODUCCION

BOLT-SPANISH es un examen que determina el grado de dominio oral del idioma español de estudiantes en las escuelas de nivel intermedio y secundario: parte de la habilidad para formar oraciones simples y llega a formas sintácticas más complicadas.

El examen permite la clasificación objetiva del estudiante en una de cuatro categorías básicas o en una adicional: NIVEL I, no habla español; NIVEL I-S, una variante del NIVEL I; NIVEL II, habla muy poco español; NIVEL III, habla poco español; NIVEL IV, habla español (las definiciones detalladas de estos niveles se encuentran más adelante).

El examen se divide en dos secciones: 1) La SECCION I está diseñada para determinar el nivel de habilidad mínima para funcionar en español, lo cual permite decidir si se continúa con la prueba. Los estudiantes que no pasan la SECCION I quedan clasificados en el NIVEL I; los estudiantes que pasan la SECCION I deben continuar el examen. 2) La SECCION II consiste en 20 preguntas formuladas oralmente. Cada pregunta tiene una variedad de respuestas posibles y la habilidad del estudiante para responder sistemáticamente a cierto conjunto de ellas lo clasifica en un nivel determinado.

Con el objeto de validar estas clasificaciones y el examen mismo, se hizo una prueba de terreno con el instrumento en los meses de Octubre de 1976 a Febrero de 1977. Los resultados del examen fueron comparados con una clasificación de los estudiantes hecha por los maestros. La clasificación hecha por los maestros estuvo basada en la definición de niveles que aparece en el Manual. La prueba de terreno se hizo sobre una población de 958 estudiantes en programas bilingües en los distritos escolares de Berkeley, Oakland, Richmond, Jefferson Union High en Daly City, East Side Union High en San José, California. Esta prueba experimental permitió determinar coeficientes de validez concurrente y hacer un análisis de items, dando información detallada para hacer las modificaciones que permitieran producir la versión final. Las críticas recogidas produjeron refinamientos en las instrucciones y en la organización final de la prueba.

La información técnica recogida en la prueba de terreno arrojó un coeficiente de validez concurrente igual a 0.93 (93%) y un coeficiente de asociación igual a 0.99 (99%). Para los estudiantes en los grados de nivel intermedio (4° al 6°) los coeficientes indicados fueron satisfactorios pero no tan altos como los correspondientes a estudiantes de escuelas secundarias. Es conveniente, entonces, confirmar el resultado del examen en estudiantes de 4° al 6° usando como información adicional la opinión del maestro. Futuras investigaciones determinarán en forma más precisa el grado de aplicabilidad a esos niveles.

El material completo para el examen está constituído por el MANUAL DEL MAESTRO, un FOLLETO DE DIBUJOS, HOJAS DE RESPUESTAS DEL ESTUDIANTE, y un REGISTRO DE LA CLASE. Antes de proceder a tomar el examen el maestro debe familiarizarse con las instrucciones de este manual para evitar falsas interpretaciones.

El examen BOLT-Spanish puede ser dado en forma consecutiva a la correspondiente versión inglesa, BOLT-English, y el resultado combinado produce tres importantes clasificaciones de nivel lingüístico de los estudiantes:

A) *Dominio de Idioma Inglés,* BOLT-English
   1) Estudiantes que hablan Inglés (Nivel IV).
   2) Estudiantes de Inglés limitado, LES, (Nivel II o Nivel III).
   3) Estudiantes que no hablan Inglés, NLS (Nivel I or Nivel I-S).

B) *Dominio de Idioma Español,* BOLT-Spanish
   1) Estudiantes que hablan Español (Nivel IV).
   2) Estudiantes con Español limitado (Nivel II o Nivel III).
   3) Estudiantes que no hablan Español (Nivel I or Nivel I-S).

C) *Grado de bilingüalismo*
   1) Estudiantes bilingües (Nivel IV en ambos BOLT-English y BOLT-Spanish).
   2) Estudiantes parcialmente bilingües (Nivel IV en un idioma y de Nivel III en el otro idioma).
   3) Estudiantes no bilingües (Nivel I, I-S o II en uno cualquiera de los idiomas).

Estas clasificaciones son útiles en la agrupación de estudiantes en las salas de clases, en la definición del tipo de enseñanza y de examenes que ellos van a recibir, y en las producción de informes de evaluación que deben ser presentados a las agencias locales, estatales y federales.

II. INSTRUCCIONES GENERALES PARA LA ADMINISTRACION DEL EXAMEN BOLT-SPANISH

El maestro, o un ayudante adecuadamente preparado, debe administrar la prueba en forma individual a cada estudiante. El conocimiento y la destreza del examinador en el español debe ser suficiente para poder determinar claramente si las respuestas del estudiante son correctas o no.

Es importante seguir las instrucciones tal como se presentan en este Manual y que el examinador cree una atmósfera confortable para evitar que el estudiante se ponga nervioso. Para administrar el examen completo (las SECCIONES I y II) se necesitan aproximadamente siete (7) minutos por estudiante. La SECCION I contiene cuatro (4) preguntas muy simples, las cuales determinan si se continúa con la prueba o no. Las preguntas son: A. ¿COMO SE LLAMA USTED? B. ¿EN QUE CURSO (GRADO) ESTA USTED ESTE AÑO? C. ¿CUANDO NACIO USTED? y D. ¿QUE IDIOMAS HABLAN EN SU CASA? Si el estudiante puede contestar al menos tres (3) de estas preguntas con cierto grado de exactitud, el examinador debe continuar con el examen (SECCION II). Si el estudiante contesta menos de tres (3) de las preguntas anteriores el examinador debe dar por terminado el examen; el estudiante queda clasificado en NIVEL I. *Sin embargo, si después de hacer las preguntas de la SECCION I el examinador todavía duda del bajo nivel de clasificación del estudiante, debe continuar formulando las preguntas de la SECCION II.*

La información para la SECCION I (preguntas A-D) es esencial para la identificación del estudiante y el examinador debe obtenerla independientemente de la habilidad del estudiante para proporcionarla.

II-A. INSTRUCCIONES PARA EL EXAMINADOR

El examinador debe:

1. Familiarizarse con las SECCIONES I y II del examen y completar la portada de la hoja de RESPUESTAS DEL ESTUDIANTE.
2. Tener todos los materiales y la información relativa al estudiante listos antes de empezar la prueba.
3. Informar al estudiante que debe tratar de responder con oraciones completas.
4. Dejar que el estudiante mire los ilustraciones del FOLLETO DE DIBUJOS por unos instantes y luego comenzar las preguntas de la SECCION II.
5. Formular nuevamente la pregunta si el estudiante responde incorrectamente debido a una mala interpretación de la ilustración.
6. Dar un ligero énfasis a un tiempo especial de un verbo cuando sea necesario.
7. Formular nuevamente una pregunta cuando el estudiante responde encogiéndose de hombros o diciendo "no sé".
8. Transcribir las respuestas formuladas en un idioma distinto al español.
9. Rechazar una respuesta cuando el estudiante apunte con el dedo sin acompañar esto con una oración que indique completo dominio de la pregunta.
10. Animar al estudiante por cada respuesta para crear un ambiente cómodo.
11. Escribir todas las respuestas del estudiante, en la misma manera en que han sido formuladas, en el espacio correspondiente en la hoja de RESPUESTAS DEL ESTUDIANTE.
12. Tener cuidado de escribir la respuesta del estudiante exactamente en la forma expresada en el espacio correspondiente en la hoja de RESPUESTAS DEL ESTUDIANTE; hecho esto, decidir si la respuesta es correcta o no. Una respuesta que es bien expresada gramaticalmente y que tiene sentido de acuerdo con lo preguntado debe considerarse correcta.

La marca (✓) en el cuadrado apropriado indicará una respuesta correcta, un cero (0) indicará que la respuesta es incorrecta y la marca (Ø) indicará que la respuesta es correcta pero formulada total o parcialmente en un idioma distinto al español. Esta marca no indica que una respuesta es correcta para los efectos de clasificación, pero permite dar una categoría especial al estudiante (I-S).

Lo siguiente no debe ser tomado en cuenta para determinar si una respuesta es correcta o no:

A. Pronunciación
B. Diferencias de dialectos.
C. Omisión del sujeto en algunas oraciones (sujeto implícito).
D. Errores del examinador al escribir las respuestas del estudiante.

III. NIVELES DE DOMINIO DE IDIOMA

Cada estudiante se clasifica en una de cuatro categorías basándose en el número de respuestas correctas a las preguntas para los distintos niveles. Los niveles de clasificación son definidos de la siguiente manera:

NIVEL I - NO HABLA ESPAÑOL

El estudiante no puede usar efectivamente el idioma español. El estudiante conoce algunas palabras o expresiones comunes; sin embargo no puede utilizarlas de manera sistemática para expresar pensamientos completos.

NIVEL I-S - ENTIENDE PERO NO HABLA

El estudiante comprende algunas cosas en español pero usa otro idioma como medio de comunicación. Este estudiante puede, en general, obedecer a órdenes simples en español, pero necesita desarrollar mucho su habilidad oral en este idioma.

NIVEL II - HABLA MUY POCO ESPAÑOL

El estudiante tiene cierto conocimiento del idioma español, puede comprender algunas preguntas y formar oraciones simples. Sin embargo, su dominio de idioma es muy limitado y tiene muchas dificultades en comunicar sus ideas en español: tiende a omitir palabras importantes o formas esenciales de los verbos al tratar de expresarse en oraciones completas. Este estudiante necesita desarrollar su habilidad oral y el dominio de las formas sintácticas para poder funcionar efectivamente en un grupo de habla hispana.

NIVEL III - HABLA POCO ESPAÑOL

El estudiante en este nivel tiene un conocimiento básico de las estructuras gramaticales del español y puede comprender y responder con oraciones de cierta complejidad, pero le faltan varios conceptos básicos de la estructura del idioma especialmente cuando se requieren formas y tiempos complicados de verbos.

NIVEL IV - HABLA ESPAÑOL

El estudiante en este nivel no tiene dificultad en comunicar sus ideas en español y controla la mayor parte de las estructuras gramaticales del idioma.

IV. CORRECCION DEL EXAMEN

La SECCION II de la prueba está basada en las siguientes preguntas:

NIVEL II

1. (Señalando la manzana en la Ilustración #1)	¿QUE ES ESTO?
2. (Señalando los libros en la Ilustración #1)	¿QUE SON ESTOS?
3. (Usando la Ilustración #1)	¿QUE ESTA HACIENDO LA MUCHACHA?
4. (Señalando el lápiz del muchacho en la Ilustración #1)	¿DE QUIEN ES ESTE LAPIZ?
5. (Señalando al muchacho con la camisa blanca en la Ilustración #1)	¿QUE ESTA HACIENDO EL MUCHACHO CON LA MANZANA?

* * *

NIVEL III

6. (Señalando la manzana en la Ilustración #1)	¿DE QUE COLOR ES LA MANZANA?
7. (Señalando los libros en Ilustración #1)	¿DE QUE COLOR SON LOS LIBROS?
8. (Señalando la manzana en la mesa del primer niño en la Ilustración #1)	¿QUE ESTA HACIENDO EL MUCHACHO CON ESTO?
9. (Usando la Ilustración #2)	¿DONDE ESTAN LAS MUCHACHAS?
10. (Usando la Ilustración #2A)	¿QUE QUIERE HACER EL PERRO GRANDE?
11. (Usando la Ilustración #2B)	¿QUE HIZO EL PERRO GRANDE?
12. (Usando la Ilustración #2B)	¿QUE LE PASO A LA MUCHACHA MAS GRANDE?
13. (Usando la Ilustración #2)	¿PORQUE QUERIA LA CARNE EL PERRO GRANDE?

* * *

NIVEL IV

14. (Usando la Ilustración #2A)	¿PARA QUE ESTABA DETENIENDO (SUJETANDO, HALANDO) AL PERRO LA MUCHACHA?
15. (Usando la Ilustración #2)	¿QUE QUERIAN LAS MUCHACHAS QUE HICIERA EL PERRO GRANDE?
16. (Usando la Ilustración #3)	¿POR QUE ESTA CORTANDO EL ZACATE (EL CESPED O EL PASTO) EL HOMBRE?
17. (Usando la Ilustración #3)	¿QUE HABRIA HECHO LA MUJER SI HUBIERA EMPEZADO A LLOVER ANTES?
18. (Usando la Ilustración #3)	¿PARA QUE NECESITAN AGUA LAS PLANTAS?
19. (Usando la Ilustración #3B)	¿POR QUE TUVIERON QUE ENTRAR A LA CASA?
20. (Usando la Ilustración #3)	¿QUE HUBIERAN HECHO LOS SEÑORES SI NO HUBIERA EMPEZADO A LLOVER?

El examinador deberá transcribir textualmente la respuesta del estudiante a cada pregunta en el espacio correspondiente de la hoja de respuestas e inmediatamente decidir si la respuesta es correcta o no. Toda respuesta que tenga sentido en relación a la pregunta y que esté formulada correctamente desde el punto de vista gramatical debe ser considerada correcta.

Observación:

Para economizar tiempo la prueba ha sido diseñada para comenzar con las preguntas 6 a 13. Para pasar cada nivel se permite un máximo de dos errores en las respuestas del nivel correspondiente. Si el estudiante responde correctamente al menos seis de las ocho preguntas en el Nivel III, se considera que ha aprobado dicho nivel y el examinador debe continuar con las preguntas en el Nivel IV (preguntas de la 14 a la 20) y si el estudiante contesta correctamente cinco de ellas se clasifica en Nivel IV, pero si comete errores en más de dos de estas últimas preguntas el estudiante queda en Nivel III. Por otra parte, si el estudiante comete errores en más de dos respuestas a preguntas en el Nivel III el examinador debe retroceder al Nivel II (preguntas de la 1 a la 5). Si el estudiante contesta correctamente tres de estas preguntas se clasifica en Nivel II, pero si se equivoca en más de dos respuestas, queda clasificado en Nivel I. Finalmente, si el estudiante no pasa el Nivel II pero tiene más de seis marcas ∅ en las preguntas en el Nivel II o en el Nivel III se clasifica en Nivel I-S. Instrucciones para clasificar los estudiantes aparecen en cada hoja de respuesta.

IV-A. CONCEPTOS MEDIDOS POR EL INSTRUMENTO BOLT

SECCION I:

Esta sección establece la habilidad mínima del estudiante para comprender algunas frases muy simples en la conversación común en español. Las preguntas de la sección I no requieren respuestas de más de una palabra y permiten al examinador juzgar la necesidad de continuar o no con la prueba: esta decisión evitará frustraciones en el estudiante cuyo español es nulo o extremadamente limitado. *Si después de haber hecho las preguntas de esta sección el examinador aún duda de la clasificación del estudiante, debe continuar haciendo las preguntas de la SECCION II.*

SECCION II.

La pregunta #1 examina la habilidad del estudiante para formular una respuesta que indique concordancia de género.

La pregunta #2 examina la habilidad del estudiante para formular una respuesta que indique concordancia de género y número.

La pregunta #3 examina la habilidad del estudiante para formular una respuesta usando el presente progresivo (gerundio).

La pregunta #4 examina la habilidad del estudiante para formular una respuesta usando el posesivo "de".

La pregunta #5 examina la habilidad del estudiante para formular una respuesta usando el presente progresivo (gerundio) y el pronombre en función del complemento directo y reflexivo.

La pregunta #6 examina la habilidad del estudiante para formular una respuesta que indique concordancia de sustantivo y adjetivo.

La pregunta #7 examina la habilidad del estudiante para formular una respuesta que indique concordancia de género y número de sustantivo y adjetivo.

La pregunta #8 examina la habilidad del estudiante para formular una respuesta usando el presente progresivo (gerundio) y el pronombre en función del complemento directo.

La pregunta #9 examina la habilidad del estudiante para formular una respuesta usando una frase preposicional.

La pregunta #10 examina la habilidad del estudiante para formular una respuesta usando el presente y el infinitivo.

La pregunta #11 examina la habilidad del estudiante para formular una respuesta usando el pretérito.

La pregunta #12 examina la habilidad del estudiante para formular una respuesta usando el pretérito de un verbo reflexivo.

La pregunta #13 examina la habilidad del estudiante para formular una respuesta usando el imperfecto.

La pregunta #14 examina la habilidad del estudiante para formular una respuesta usando una preposición y pretérito explícito (o implícito por el presente) y reflexivo.

La pregunta #15 examina la habilidad del estudiante para formular una respuesta usando el imperfecto del subjuntivo.

La pregunta #16 examina la habilidad del estudiante para formular una respuesta usando "estar" más un adjetivo.

La pregunta #17 examina la habilidad del estudiante para formular una respuesta usando el pluscuamperfecto del subjuntivo.

La pregunta #18 examina la habilidad del estudiante para formular una respuesta usando una preposición y el infinitivo o el presente del subjuntivo.

La pregunta #19 examina la habilidad del estudiante para formular una respuesta usando el pretérito o el imperfecto.

La pregunta #20 examina la habilidad del estudiante para formular una respuesta usando el pluscuamperfecto del subjuntivo.

IV-B. LISTA DE RESPUESTAS CORRECTAS E INCORRECTAS

La lista de respuestas que se presenta a continuación es un suplemento al criterio descrito anteriormente. El examinador debe comprender claramente que la decisión última sobre cada respuesta depende exclusivamente de él, pero la siguiente lista de ejemplos le será útil para establecer normas comunes en dicha decisión.

Oraciones completas no son siempre necesarias para considerar que una respuesta es correcta ya que en la conversación, algunas veces, no se utilizan. Sin embargo el examinador debe indicarle al estudiante que trate de contestar con oraciones completas. Si fuere estrictamente necesario, el examinador debe repetir la pregunta para que el estudiante pueda llegar a una respuesta más explícita y que represente el concepto examinado.

Una respuesta que tenga sentido de acuerdo a lo preguntado y que sea expresada en forma gramaticalmente correcta será aceptada como una respuesta correcta. Variaciones en la pronunciación, diferencias de dialecto, omisión del pronombre, diferencias regionales de vocabulario, o errores del examinador al escribir las respuestas del estudiante no deben ser tomadas en cuenta para determinar si la respuesta es correcta o no.

RESPUESTAS CORRECTAS	*RESPUESTAS INCORRECTAS*
PREGUNTA 1: (Señalando la manzana en la ILUSTRACION #1) ¿QUE ES ESTO?	
1. (Es) Una manzana.	1. (Es) Un manzana.
2. Esa es una manzana.	2. Manzano
PREGUNTA 2: (Señalando los libros en la ILUSTRACION #1) ¿QUE SON ESTOS?	
1. (Son) Libros.	1. (Son) Libro.
2. (Son) Libro (h).	(Asegúrese que el estudiante no está usando la "s" aspirada, muy común en latinoamérica.)
3. Estos son libros.	
(La "s" aspirada debe ser considerada correcta.)	
PREGUNTA 3: (Usando la ILUSTRACION #1) ¿QUE ESTA HACIENDO LA MUCHACHA?	
1. Está leyendo.	1. La muchacha leer.
2. La muchacha está leyendo.	2. Ella leer.
3. Leyendo.	3. Nada
4. Pensando.	
5. La muchacha no está haciendo nada.	
PREGUNTA 4: (Señalando el lápiz del muchacho en la ILUSTRACION #1) ¿DE QUIEN ES ESTE LAPIZ?	
1. De él.	1. El.
2. Del muchacho.	2. Ese.
3. Es del niño.	3. Niño.

RESPUESTAS CORRECTAS	*RESPUESTAS INCORRECTAS*
PREGUNTA 5: (Señalando al muchacho con la camisa blanca en la ILUSTRACION #1) ¿QUE ESTA HACIENDO EL MUCHACHO CON ESTO?	
1. Se la está comiendo.	1. Se lo come.
2. Está comiéndosela.	2. Comerla.
3. La está comiendo.	3. Cómela
4. Está comiéndola.	4. Comiendo.
5. Comiéndosela.	
6. Mascándola.	
7. Mordiéndola.	
PREGUNTA 6: (Señalando la manzana en la ILUSTRACION #1) ¿DE QUE COLOR ES LA MANZANA?	
1. La manzana es roja.	1. La manzana es rojo.
2. La manzana e(h) roja.	2. Es rojo.
3. Es roja.	3. Es de color roja.
4. Roja.	
5. Es de color rojo.	
PREGUNTA 7: (Señalando los libros en la ILUSTRACION #1) ¿DE QUE COLOR SON LOS LIBROS?	
1. Los libros son negros.	1. Es negro.
2. Lo(h) libro(h) son negro(h).	2. Negras.
3. Son negros.	3. Negro.
4. Negros.	
5. Son de color negro.	
PREGUNTA 8: (Señalando la manzana en la mesa del primer niño en la ILUSTRACION #1) ¿QUE ESTA HACIENDO EL MUCHACHO CON ESTO?	
1. La está pintando.	1. Está pintando.
2. Está pintándola.	2. Pinta.
3. Está pintando la manzana.	3. Pintar.
PREGUNTA 9: (Usando la ILUSTRACION #2) ¿DONDE ESTAN LAS MUCHACHAS?	
1. Están en el parque.	1. Son en el parque.
2. En el parque.	2. Están al parque.
3. En la calle.	3. Parque.
4. En un parque.	
PREGUNTA 10: (Usando la ILUSTRACION #2A) ¿QUE QUIERE HACER EL PERRO GRANDE?	
1. Quiere correr.	1. Corre.
2. Quiere irse.	2. Quiere corre.
3. Irse.	3. Quiere se va.
4. Correr.	4. Le quitarle la comida.
5. Arrancarse.	
6. Perseguir al perro chico.	

RESPUESTAS CORRECTAS	*RESPUESTAS INCORRECTAS*

PREGUNTA 11: (Usando la ILUSTRACION #2B)
¿QUE HIZO EL PERRO GRANDE?

1. Se fué.
2. Se escapó.
3. Corrió.
4. Se arrancó.

1. Corre.
2. Se va.
3. Que se fué.
4. Corriendo.

PREGUNTA 12: (Usando la ILUSTRACION #2B)
¿QUE LE PASO A LA MUCHACHA MAS GRANDE?

1. Se cayó.
2. Se tropezó.
3. Se resbaló.

1. Se cae.
2. Cayó.

PREGUNTA 13: (Usando la ILUSTRACION #2)
¿POR QUE QUERIA LA CARNE EL PERRO GRANDE?

1. (Porque) tenía hambre.
2. (Porque) quería comérsela.
3. Tenía hambre.
4. Porque quería comer.
5. Para comérsela.

1. Quiere comérsela.
2. Tener hambre.
3. Comer.

PREGUNTA 14: (Usando la ILUSTRACION #2A)
¿PARA QUE ESTABA DETENIENDO (SUJETANDO, HALANDO) AL PERRO LA MUCHACHA?

1. Para que no se vaya.
2. Para que no corra.
3. Para que los perros no peleen.
4. Para que no le quite la carne al otro perro.

1. Para no correr.
2. Pa' no irse el perro.

PREGUNTA 15: (Usando la ILUSTRACION #2)
¿QUE QUERIAN LAS MUCHACHAS QUE HICIERA EL PERRO GRANDE?

1. Querían que regresara.
2. Que parara.
3. Que regresara.
4. Que volviera.

1. Que regrese.
2. Que pare.
3. Quieren que pare.
4. Que se estara ahí.
5. Parar.

PREGUNTA 16: (Señalando al hombre en la ILUSTRACION #3A)
¿PORQUE ESTA CORTANDO EL ZACATE (CESPED O PASTO) EL HOMBRE?

1. Porque está muy alto (grande, largo).
2. Está muy alto.
3. Está feo.

1. Porque es muy alto.
2. Es feo.
3. Grande.

RESPUESTAS CORRECTAS	*RESPUESTAS INCORRECTAS*

PREGUNTA 17: (Señalando a la mujer en la ILUSTRACION #3)
¿QUE HABRIA HECHO LA MUJER SI HUBIERA EMPEZADO A LLOVER ANTES?

1. No habría regado las plantas.
2. Se hubiera quedado en la casa.
3. No habría hecho nada.
4. No habría salido al jardín.

1. Nada.
2. No regar.
3. Estaría adentro.

PREGUNTA 18: (Usando la ILUSTRACION #3A)
¿PARA QUE NECESITAN AGUA LAS PLANTAS?

1. Para crecer.
2. Para que no se mueran.
3. Para no morirse.
4. Para que no se sequen.
5. Para que crezcan.

1. Para no mueran.
2. No morir

PREGUNTA 19: (Usando la ILUSTRACION #3B)
¿POR QUE TUVIERON QUE ENTRAR A LA CASA?

1. Porque empezó a llover.
2. Empezó a llover.
3. Porque llueve.
4. Porque estaba lloviendo.

1. Porque va a llover.
2. Llover.
3. Se mojaron.

PREGUNTA 20: (Usando la ILUSTRACION #3)
¿QUE HUBIERAN HECHO LOS SEÑORES SI NO HUBIERA EMPEZADO A LLOVER?

1. Se hubieran (hubiesen) quedado afuera.
2. No hubieran entrado.
3. Hubieran seguido trabajando.
4. No habrían hecho nada.

1. Se quedan afuera.
2. No entran.
3. Nada.

EXAMEN BOLT-SPANISH
RESPUESTAS DEL ESTUDIANTE

DISTRITO ESCOLAR:_____ ESCUELA:_____

EXAMINADOR:_____ FECHA:_____

INSTRUCCIONES:

1. Empieze haciendo las preguntas de la SECCION I (abajo). Coloque una marca (✓) en el cuadro apropriado si la respuesta es correcta, un (0) si la respuesta es incorrecta, y (Ø) si la respuesta es correcta pero en un idioma distinto del español.
2. Si el estudiante no responde por lo menos a tres preguntas de la SECCION I, pare el examen y clasifíquelo(la) en el NIVEL I. Si el estudiante responde a tres o más de estas preguntas con cierto grado de exactitud, haga las preguntas de la SECCION II, empezando por la pregunta #6.
3. Para cada estudiante es necesario incluir: (a) toda la información que se encuentra en esta página (incluyendo las preguntas A-D) aunque el estudiante no pueda dar la información por si mismo, y (b) una marca (✓) en el cuadro (abajo) indicando el nivel de clasificación de idioma alcanzado por el estudiante.
4. Transfiera la información de cada estudiante al REGISTRO DE LA CLASE adjunto.

****

SECCION I (Preguntas A, B, C, y D)

CONCEPTO EXAMINADO

Habilidad de entender y responder a preguntas simples en español.

Se debe considerar satisfactorio toda respuesta que tenga sentido.

☐ A. ¿COMO SE LLAMA USTED?_____

☐ B. ¿EN QUE CURSO (GRADO) ESTA USTED ESTE AÑO?_____

☐ C. ¿CUANDO NACIO USTED?_____

☐ D. ¿QUE IDIOMAS HABLAN EN SU CASA?_____

☐	☐	☐	☐	☐
NIVEL I No habla español.	NIVEL I-S Entiende pero no habla.	NIVEL II Habla muy poco español.	NIVEL III Habla poco español.	NIVEL IV Habla español.

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EXAMEN BOLT-SPANISH
SECCION II: INSTRUCCIONES

DIRECCIONES: Tome en cuenta las instrucciones en las páginas 3 y 6 del manual y la lista de respuestas correctas e incorrectas dadas en las páginas 8 a 11. Para ayudarle a juzgar las respuestas, la columna de la izquierda incluye un resúmen de los conceptos examinados.

1. Muestre al estudiante las ilustraciones, formule la pregunta correspondiente, y escriba la respuesta del estudiante. Coloque una marca (✓) en el espacio correspondiente si la respuesta es correcta, un cero (0) si la respuesta es incorrecta, y una marca (∅) si la respuesta es correcta pero en un idioma distinto de español.
2. Para economizar tiempo, formule primero las preguntas en el NIVEL III (preguntas de la 6 a la 13). Si el estudiante responde correctamente al menos *seis* de estas preguntas, continúe con las de NIVEL IV (preguntas de la 14 a la 20). Sin embargo, si comete errores en tres o más de estas respuestas, retroceda y formule las preguntas en el NIVEL II (preguntas de la 1 a la 5).
3. Determine el NIVEL DE CLASIFICACION DEL ESTUDIANTE siguiendo la regla de dos errores por sección, es decir:
   NIVEL IV, requiere un mínimo de *seis* respuestas correctas en el Nivel III y *cinco* respuestas correctas en el Nivel IV.
   NIVEL III, requiere un mínimo de *seis* respuestas correctas en el Nivel III.
   NIVEL II, requiere un mínimo de *tres* respuestas correctas en el Nivel II. Un estudiante que se equivoca en *más de dos* preguntas de Nivel II se clasifica en el Nivel I, pero si tiene más de *seis* marcas (∅) en las preguntas de Nivel II o III se clasifica en Nivel I-S.

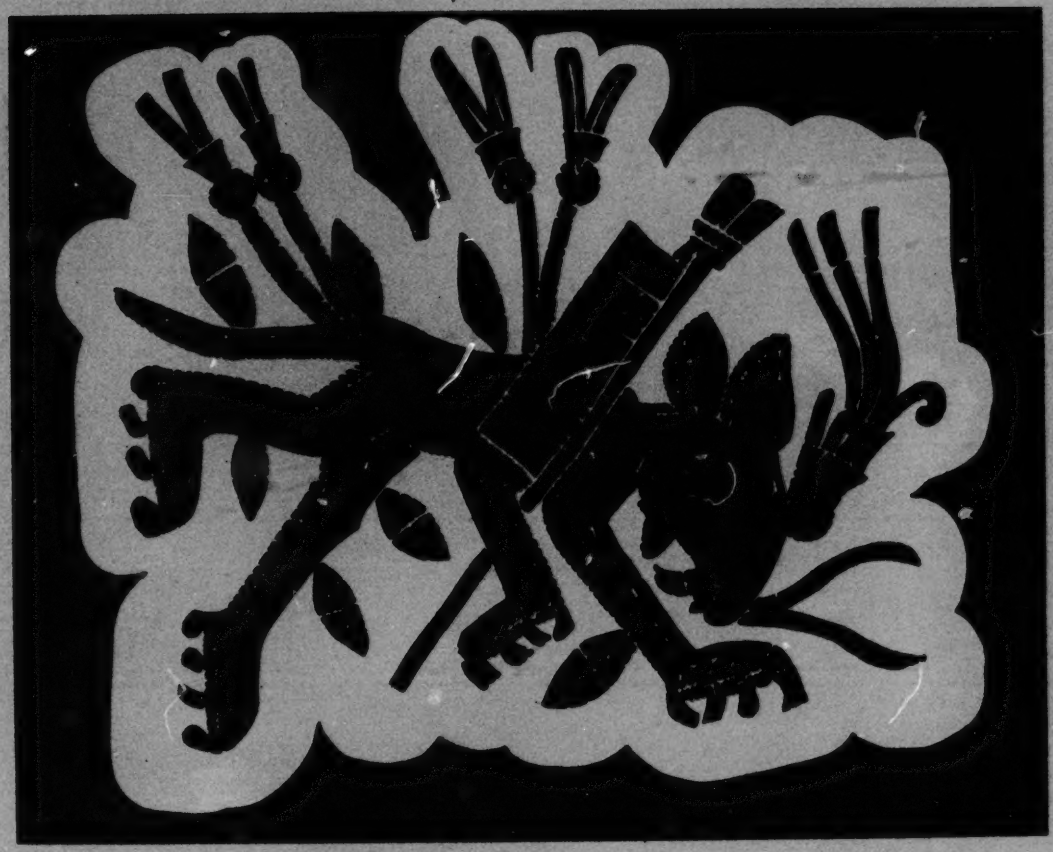
CONCEPTO EXAMINADO	NIVEL II
1. Concordancia de género.	☐ 1. (Señalando la manzana en la Ilustración #1) ¿QUE ES ESTO?
2. Concordancia de género y número.	☐ 2. (Señalando los libros en la Ilustración #1) ¿QUE SON ESTOS?
3. Presente progresivo y gerundio.	☐ 3. (Usando la Ilustración #1) ¿QUE ESTA HACIENDO LA MUCHACHA?
4. El posesivo con "de".	☐ 4. (Señalando el lápiz del muchacho en la Ilustración #1) ¿DE QUIEN ES ESTE LAPIZ?
5. Presente progresivo (gerundio), pronombre en función del complemento directo y reflexivo.	☐ 5. (Señalando al muchacho con la camisa blanca en la Ilustración #1) ¿QUE ESTA HACIENDO EL MUCHACHO CON LA MANZANA?
▶ COMIENZE AQUI	NIVEL III
6. Concordancia entre sustantivo y adjetivo.	☐ 6. (Señalando la manzana en la Ilustración #1) ¿DE QUE COLOR ES LA MANZANA?
7. Concordancia con el adjetivo (género y número).	☐ 7. (Señalando los libros en la Ilustración #1) ¿DE QUE COLOR SON LOS LIBROS?
8. Presente progresivo (gerundio) y pronombre en función del	☐ 8. (Señalando la manzana en la mesa del primer niño en la Ilustración #1) ¿QUE ESTA HACIENDO EL MUCHACHO CON ESTO?

10. Presente más el infinitivo.	☐ 10. (Usando la Ilustración #2A) ¿QUE QUIERE HACER EL PERRO GRANDE?
11. Pretérito.	☐ 11. (Usando la Ilustración #2B) ¿QUE HIZO EL PERRO GRANDE?
12. Pretérito de un verbo reflexivo.	☐ 12. (Usando la Ilustración #2B) ¿QUE LE PASO A LA MUCHACHA MAS GRANDE?
13. El imperfecto	☐ 13. (Usando la Ilustración #2) ¿POR QUE QUERIA LA CARNE EL PERRO GRANDE?
	NIVEL IV
14. Preposición y pretérito (explícito o implícito).	☐ 14. (Usando la Ilustración #2A) ¿PARA QUE ESTABA DETENIENDO (SUJETANDO, HALANDO) AL PERRO LA MUCHACHA?
15. Imperfecto del subjuntivo.	☐ 15. (Usando la Ilustración #2B) ¿QUE QUERIAN LAS MUCHACHAS QUE HICIERA EL PERRO GRANDE?
16. "estar" más adjetivo.	☐ 16. (Señalando al hombre en la Ilustración #3A) ¿POR QUE ESTA CORTANDO EL ZACATE (CESPED, PASTO) EL HOMBRE?
17. Pluscuamperfecto del subjuntivo	☐ 17. (Señalando a la mujer en la Ilustración #3A) ¿QUE HABRIA HECHO LA MUJER SI HUBIERA EMPEZADO A LLOVER ANTES?
18. Preposición e infinitivo o el presente del subjuntivo.	☐ 18. (Usando la Ilustración #3A) ¿PARA QUE NECESITAN AGUA LAS PLANTAS?
19. Pretérito o el imperfecto.	☐ 19. (Usando la Ilustración #3B) ¿POR QUE TUVIERON QUE ENTRAR A LA CASA?
20. Pluscuamperfecto del subjuntivo.	☐ 20. (Usando la Ilustración #3) ¿QUE HUBIEREN HECHO LOS SEÑORES SI NO HUBIERA EMPEZADO A LLOVER?

NIVEL DE CLASIFICACION DE ESTUDIANTE:

NIVEL I	NIVEL I-S	NIVEL II	NIVEL III	NIVEL IV
☐	☐	☐	☐	☐

(Por favor, transfiera el nivel de clasificación a la portada de esta hoja)



BOLT-SPANISH TEST

REGISTRO DE LA CLASE

DISTRITO ESCOLAR _____

ESCUELA _____

NUMERO DEL AULA _____ CURSO _____

EXAMINADOR _____

FECHA _____

NIVELES	NUMERO DE ESTUDIANTES
I	
I-S	
II	
III	
IV	
No. TOTAL DE ESTUDIANTES	

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REGISTR
BOLT –

INSTRUCCIONES. 1. Por favor, escriba los nombres d
(✓), los ceros (0) y los ∅ de cada HOJA DE RESPUEST
espacio en blanco.

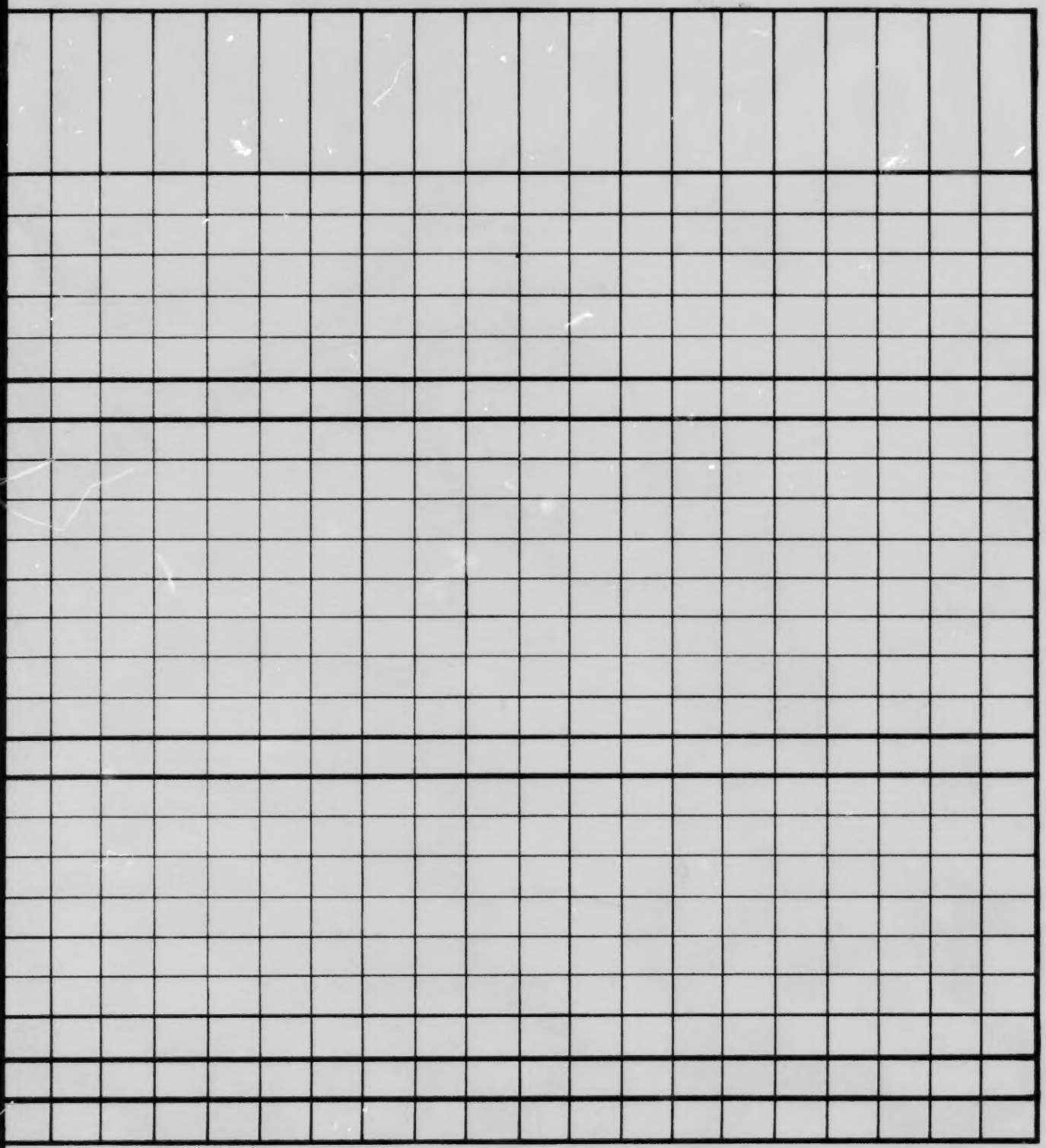
2. En la última línea escriba el NIVE

NIVEL	NOMBRES / PREGUNTA #														
II	1														
II	2														
II	3														
II	4														
II	5														
A. TOTAL PARA NIVEL II															
III	6														
III	7														
III	8														
III	9														
III	10														
III	11														
III	12														
III	13														
B. TOTAL PARA NIVEL III															
IV	14														
IV	15														
IV	16														
IV	17														
IV	18														
IV	19														
IV	20														
C. TOTAL PARA NIVEL IV															
NIVEL DE CLASIFICACION															

LA CLASE
SH TEST

udiantes examinados y transfiera a esta página las marcas
ESTUDIANTE. Si una pregunta no fué formulada deje el

CLASIFICACION del estudiante.



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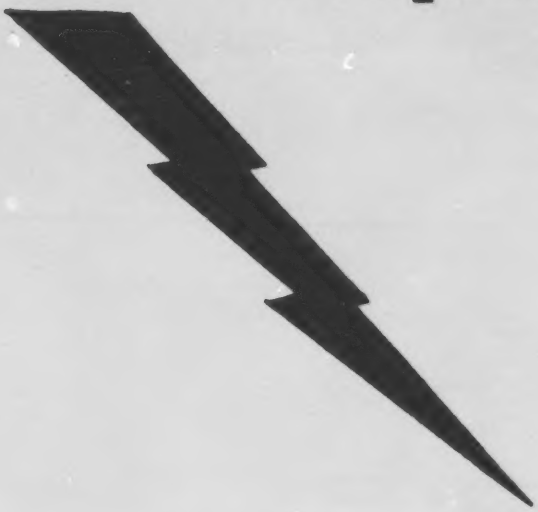
BAHIA ORAL LANGUAGE TEST

BOLT - Español



Sam Cohen
Roberto Cruz
Raul Bravo

INFORME TECNICO

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E X A M E N B O L T - E S P A Ñ O L

I N F O R M E T E C N I C O

Examen desarrollado por: Sam Cohen, Consultante Bilingüe
Roberto Cruz, Consultante Bilingüe
Raúl Bravo, Evaluador Bilingüe

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1978

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Sam Cohen, Roberto Cruz, Raúl Bravo

Enero, 1978

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I. INTRODUCCION

I. INTRODUCCION

El Examen BOLT-Español es una prueba comprensiva para evaluar la proficiencia oral en Español de estudiantes en las escuelas intermedias y secundarias. Parte de la comprensión de frases simples y llega hasta formas sintácticas más complicadas. El examen consiste en 20 preguntas orales, cada una de las cuales está nivelada de acuerdo a su grado de dificultad: desde el Nivel I (que contiene las preguntas más fáciles) hasta el Nivel IV (que contiene las más difíciles). La habilidad del estudiante para responder a ciertos grupos de preguntas lo ubica en un nivel determinado. Los niveles de clasificación idiomática descritos en el Manual son:

Nivel I: No habla español

Nivel I-S: Entiende pero no habla español

Nivel II: Habla muy poco español

Nivel III: Habla poco español

Nivel IV: Habla español

El Examen BOLT-Español es el equivalente, en este idioma, al examen BOLT-Inglés, y la administración de ambos permite obtener el grado de dominio de cada idioma y el nivel de bilinguismo del estudiante. La metodología de desarrollo y procedimientos para efectuar las pruebas de terreno son similares para ambas versiones, de manera que la lectura del Informe Técnico para el Examen BOLT-English permitirá visualizar más

claramente los resultados que aquí se presentan para el BOLT-Español.

La primera versión del BOLT-Español fué diseñada por el Sr. Cohen, basado en un banco de items (preguntas) que había sido experimentado en forma preliminar con la ayuda de un equipo de educadores con larga experiencia en educación bilingue. El banco de items permitió la construcción de una prueba preliminar (primera versión) que fué probada en el terreno para detectar posibles errores o inexactitudes no detectadas en el desarrollo teórico. La prueba de terreno inicial se efectuó en Octubre y Noviembre de 1976, usando una población de 495 estudiantes en programas de educación bilingue del área de la bahía de San Francisco, California.

Para dar una medida inicial de la validez de las clasificaciones obtenidas en el examen, los resultados fueron comparados con una clasificación hecha por el maestro en forma previa. Para minimizar juicios subjetivos y para actuar con criterios uniformes frente a cada estudiante, se pidió a los maestros que leyeran muy cuidadosamente las definiciones de clasificación lingüística que aparecían en el Manual. Hecha esta evaluación, otro maestro, sin conocimiento previo de la clasificación dada a cada estudiante, administró el examen individualmente a cada estudiante y obtuvo una nueva clasificación basada en el instrumento.

Debe tomarse en cuenta que al establecer una correlación

entre la opinión del maestro y el resultado del examen es posible que la primera pueda contener juicios de valor sobre el vocabulario del estudiante, mientras que el examen verifica esencialmente el control de la sintaxis. No hay evidencia conclusiva que permita correlaciones entre el uso de la gramática y la amplitud de vocabulario, de manera que en ningún caso se esperaba aproximaciones muy cercanas a 1.0 entre ambos tipos de juicios. Por consiguiente, si se necesita evaluar la variable vocabulario es necesario usar instrumentos que complementen la información dada por el Examen BOLT. Sin embargo, la experiencia en este terreno sugiere que la evaluación subjetiva del maestro es, en general, suficiente para determinar el nivel de vocabulario de cada estudiante.

La comparación entre la clasificación del maestro y la del examen se utilizó para construir tablas de correspondencia para estudiar el nivel de coincidencia y el grado de asociación de ambas medidas.

La información técnica recogida en la prueba de terreno fué usada en tres formas distintas. Primero, se hizo una comparación entre la clasificación del maestro y la dada por el examen. En segundo lugar, se hizo un análisis de ítems para corregir la nivelación de preguntas que había sido efectuada en forma teórica. Finalmente, toda la información recogida condujo a modificaciones en el diseño y permitió construir la forma final del examen. Las modificaciones incluyeron cambios

en la formulación de ciertas preguntas y modificaciones en la administración del examen.

En la forma final se logró un diseño de administración de examen casi idéntico al de la versión inglesa. El examen se inicia con las preguntas del Nivel III, y los estudiantes que pasan dicho nivel continuan con las preguntas del Nivel IV. Los que no pasan el Nivel III se devuelven a las preguntas del Nivel II.

Antes de distribuir el examen al público se recogió información técnica sobre la versión final, administrándolo a una población de 663 estudiantes en los distritos escolares de Berkeley, Oakland, Jefferson Union High (Daly City), Richmond e East Side High School (San Jose). La información arrojó los siguientes resultados:

Coeficiente de validez concurrente

1. Acuerdo = .92
2. Kappa de Cohen = .89

Coeficiente de validez de predicción

1. Lambda de Guttman = .85

Confiabilidad de doble verificación (estabilidad)

1. Correlación de Pearson (producto-momento) = .91
2. Gamma de Goodman y Kruskall = .98

Compatibilidad interna

Fórmula 20 de Kuder-Richardson = .97

Información detallada sobre estos coeficientes más una tabla de números-p (coeficientes de probabilidad de éxito) para cada pregunta, por niveles de clasificación, se encuentran al final de este informe.

II. FUNDAMENTOS TEORICOS Y DESARROLLO DEL EXAMEN

a. Fundamentos Teóricos

b. Desarrollo del Examen

II. FUNDAMENTOS TEORICOS Y DESARROLLO DEL EXAMEN

a. Fundamentos Teóricos

El desarrolo lingüístico del niño puede visualizarse como un contínuo que apunta hacia las formas gramaticales más complejas. Este modelo de adquisición de habilidades tiende a correlacionarse positivamente con el proceso de maduración. Dado que los niveles de desarrollo lingüístico en el niño pueden ser delimitados y estudiados, es posible pensar en un conjunto de morfemas que el estudiante puede producir o comprender a distintos niveles de madurez (Menyuk, 1963).

Al aprender el lenguaje se verifica un proceso secuencial ordenado en el control de inflexiones verbales, expresión de relaciones espaciales y formas gramaticales auxiliares (C. Chomsky, 1971). La velocidad de progreso para distintos niños es altamente variable en la adquisición de estas destrezas y también en las etapas posteriores de adquisición de jerarquías de reglas gramaticales. Sin embargo, el orden secuencial del desarrollo idiomático es invariable. La velocidad de adquisición de las destrezas es influenciada por variables de interacción familiar y nivel de inteligencia, mientras que el orden secuencial es esencialmente determinado por la complejidad semántica y gramatical de las construcciones (Brown, 1973).

Suponiendo que los estudiantes que no hablan inglés deben seguir esencialmente los mismos modelos estructurales de aprendizaje, ya sea en inglés o español, el énfasis para la selección

de ítems se concentró en formas sintácticas de distintos niveles de dificultad.

Basándose en estas premisas y revisando el vocabulario usual en materiales de lectura para las escuelas secundarias, la selección de ítems (preguntas) se efectuó tratando de detectar el control de ciertas estructuras gramaticales básicas. El vocabulario fué seleccionado a un nivel relativamente elemental para evitarle dificultades al estudiante y eliminar posibles contaminaciones con esta variable. Las estructuras gramaticales fueron ordenadas de acuerdo a niveles de dificultad establecidos en forma teórica, para luego ser modificados de acuerdo a los resultados prácticos de la prueba de terreno.

b. Desarrollo del Examen

Tal como fué indicado en la Introducción, la primera versión del Examen BOLT-Español fué generada después que un grupo de expertos analizó un banco de ítems (preguntas) construído con el criterio teórico basado en investigación y descrito en la Sección II-a. Este jurado de expertos hizo una selección preliminar de ítems que constituirían el examen que sería probado en la práctica y también sugirió una nivelación teórica de las preguntas basándose en el grado de dificultad. Efectuada la prueba de terreno, se hizo un análisis estadístico de validez concurrente (correlación de juicios de dos jueces) y

un estudio del nivel de dificultad de cada ítem basado en los resultados prácticos. Ambas informaciones estadísticas fueron cuidadosamente analizadas por el grupo de expertos, los cuales recomendaron la selección final de ítems, la nivelación y el formato del examen. Antes de distribuir comercialmente el examen se hizo una prueba de terreno con el objeto de obtener información técnica sobre la forma final.

En resumen, la selección de ítems del Examen BOLT-Español fué hecha en base a los siguientes pasos:

a) Banco de ítems basado en criterio teórico con fundamento en investigación linguística
b) Jurado de expertos (condujo a la primera versión)
c) Prueba de terreno (validez concurrente y nivel de dificultad mediante análisis de ítems)
d) Jurado de expertos (recomienda organización final)
e) Prueba de terreno de la forma final.

La información técnica en esta sección se refiere a los resultados de los puntos (c) y (d), es decir, al análisis de la información obtenida al experimentar la primera versión del examen. Los resultados del punto (e) están incluídos en el Capítulo III de este Informe.

Antes de analizar los resultados de las Tablas I, II, III, IV, V y VI, es interesante observar que la primera versión del Examen BOLT-Español fué diseñada en base a 20 preguntas y la administración del examen siguió una secuencia (del 1 al 20)

que no necesariamente correspondía al grado de dificultad de los ítems. Para los efectos de clasificación de los estudiantes y para el análisis estadístico de los niveles de dificultad de las preguntas, estas fueron agrupadas en dos formas diferentes: 1) agrupación global, dividiendo las preguntas en fáciles (1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 16 y 17) y difíciles (10, 12, 13, 14, 15, 18, 19 y 20); 2) en tres niveles de acuerdo a los niveles de clasificación de los estudiantes, Nivel II (1, 2, 3, 4, 5), Nivel III (6, 7, 8, 9, 10, 11, 12 y 13) y Nivel IV (14, 15, 16, 17, 18, 19 y 20). La primera agrupación se usó para clasificar a los estudiantes en los cuatro niveles mencionados en la Introducción y proceder a determinar coeficientes de validez concurrente para el examen. La segunda agrupación, basada en una muestra de 232 estudiantes que en su mayoría habían alcanzado el acuerdo exacto entre el resultado del examen y la opinión del maestro, se usó para determinar más precisamente los niveles de dificultad teórica propuesta por el jurado de expertos.

Resultados de la Prueba de Terreno - Noviembre 1976

(N = 495 estudiantes del grado 7 al 12)

La Tabla I contiene el análisis del nivel de dificultad de las preguntas, primero en forma global (primera columna) y luego por niveles de dificultad de los ítems y por nivel de clasificación del estudiante (de acuerdo a la opinión del maestro).

La Tabla II se puede usar para determinar un primer coeficiente de validez concurrente ya que en ella se resumen los resultados que aparecen en las Tablas III, IV, V y VI. En estas tablas de concordancia, la forma matricial permite visualizar el grado de acuerdo del nivel de clasificación de los estudiantes obtenido según dos vías independientes. En ellas el coeficiente a_{ij} en la fila i y columna j indica el número de estudiantes de Nivel i (de acuerdo a la opinión del maestro) que fueron clasificados en el Nivel j (por el examen). En estas tablas de concordancia se usan dos términos: concordancia "exacta" y concordancia "amplia". Por concordancia exacta debe entenderse el acuerdo perfecto entre la opinión de ambos jueces (maestro y examen). Está representada por la suma de los coeficientes a_{ii} que aparecen en la diagonal. La concordancia amplia incluye a estudiantes para los cuales la discrepancia en la clasificación entre ambos jueces no difiere en más de un nivel de destreza linguística. Más precisamente, la concordancia exacta es la medida de acuerdo entre escalas nominales (no jerarquizadas), mientras que la concordancia amplia es una medida de asociación para tales escalas.

Dado que la Tabla II arrojó un nivel de concordancia exacta del 92% (.92) y un coeficiente de concordancia amplia del 99% (.99), no se consideró necesario tratar de obtener una mayor validación del examen por correcciones en el conjunto de preguntas. Sin embargo, las conclusiones obtenidas mirando la Tabla I permitieron mejorar la organización, presentación y

diseño del examen. En este último proceso fueron, naturalmente, consideradas en forma muy especial las sugerencias dadas por los maestros que administraron el examen a los estudiantes.

Agrupando las preguntas en dos formas diferentes (ver Página 10) no se produjeron diferencias significativas en los coeficientes de acuerdo y de asociación. Esto permitió usar los resultados obtenidos de manera que el diseño de la forma final fuera similar a la del Examen BOLT-Inglés. En este diseño se consideró en forma especial los resultados exhibidos en la Tabla VII, ya que la discrepancia observada en el Distrito Escolar East Side Union se debió esencialmente a ambigüedades en la primera versión del Manual del Maestro. Las observaciones recibidas de ese distrito apuntaron a la necesidad de mejorar las ilustraciones, refinar los criterios para determinar si una respuesta era correcta o no, mejorar el diseño para facilitar el manejo de las hojas de respuesta, etc. Varias preguntas fueron reformuladas para hacer más claro el tipo de respuesta esperada y para reforzar el efecto separador de cada una de ellas. Al mismo tiempo, las respuestas obtenidas en la prueba de terreno fueron usadas para ampliar la tabla de respuestas correctas e incorrectas dada en el Manual.

Toda esta información fué usada en conjunto con los resultados exhibidos en la Tabla I, que muestra lo sucedido al subdividir las preguntas en tres grupos de acuerdo a los niveles de clasificación lingüística según la opinión del maestro (ver

Página 10). La organización dada fué altamente efectiva en la muestra elegida (N = 232 estudiantes) y cada grupo de preguntas funcionó eficientemente como elemento separador (efecto de cuña). Por ejemplo, frente a las ocho preguntas de Nivel III, el "estudiante típico" del Nivel II responde correctamente a 3.8 de ellas, mientras que el "estudiante típico" del Nivel III responde correctamente a 6.02 de ellas. Esto indica que 5 o 6 respuestas correctas en este nivel dan una excelente certeza de separar adecuadamente estos grupos de nivel linguístico. Una situación análoga se produce al analizar el rendimiento en preguntas de Nivel IV para estudiantes de Nivel III y IV. Esta excelente situación global no impidió, sin embargo, observar ciertas desviaciones obvias. Por ejemplo, la pregunta 5 en la primera versión presentó un nivel de rendimiento global (55%) muy inferior al resto de las preguntas del mismo nivel teórico (Nivel II), mientras que la pregunta 8 en el Nivel III acusaba un rendimiento global demasiado alto (63%). Por otra parte, la fuerza de separación de esta última pregunta para estudiantes de Nivel I y II fué superior a la de la pregunta 5. Esto condujo a la conclusión natural que la pregunta 5 de la versión original debería incluírse en el Nivel III en la versión final y la pregunta 8 debería incluírse en el Nivel II. Así se hizo. Una situación aparentemente similar se presentaba en los Niveles III y IV con las preguntas 13 y 16 de la primera versión del examen, pero un análisis cuidadoso de las respuestas

de los estudiantes y de las opiniones de los maestros que administraron el examen hicieron recomendable una permutación de niveles para las preguntas 13 y 14 con algunos cambios en la formulación de ellas que hacían más natural la continuidad de las preguntas y la nitidez de las respuestas.

Una vez hechas las modificaciones recomendadas por los resultados prácticos, la forma final se diseñó en forma paralela a la versión inglesa del examen: cinco preguntas de Nivel II, ocho de Nivel III y siete de Nivel IV, con la indicación de iniciar el examen con las preguntas del Nivel III. Dado el alto efecto de cuña de los grupos de preguntas propuestas se aceptó dos respuestas incorrectas como margen de error para cada nivel, lo cual simplificaba la determinación de nivel lingüístico de cada estudiante manteniéndose dentro de las cotas dadas por la prueba de terreno.

La versión final estuvo lista a principios de Enero de 1977 e inmediatamente fué implementada una prueba de terreno. Los resultados de esta última aparecen en el próximo capítulo de este informe.

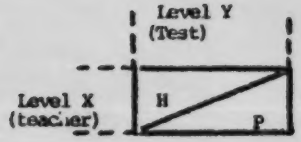
TABLA I

BOLT - SPANISH TEST : BASIC ITEM ANALYSIS

RESULTS BY STUDENTS' LANGUAGE CLASSIFICATION AND BY DEGREE OF DIFFICULTY OF QUESTIONS

TESTING DATE : NOVEMBER 1976 N = 232

		TOTAL POPULATION N = 232		LEVEL I STUDENTS N = 75		LEVEL II STUDENTS N = 41		LEVEL III STUDENTS N = 41		LEVEL IV STUDENTS N = 75	
		# OF RIGHT ANSWER	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%
LEVEL II QUESTIONS	1.	156	67%	13	17%	34	83%	35	85%	74	99%
	2.	154	66%	8	11%	35	85%	37	90%	74	99%
	3.	143	62%	6	8%	30	73%	35	85%	72	96%
	4.	139	60%	3	4%	28	68%	35	85%	73	97%
	5.	128	55%	1	1%	26	63%	30	73%	71	95%
TOTAL FOR LEVEL II		720	62%	31	8%	153	75%	172	84%	364	97%
				(.4 items)		(3.7 items)					
LEVEL III QUESTIONS	6.	127	55%	3	4%	19	46%	34	83%	71	95%
	7.	133	57%	3	4%	23	56%	34	83%	73	97%
	8.	147	63%	0	0%	29	71%	37	90%	73	97%
	9.	129	56%	1	1%	26	63%	31	76%	71	95%
	10.	117	50%	0	0%	15	37%	32	78%	70	93%
	11.	113	49%	1	1%	12	29%	28	68%	72	96%
	12.	124	53%	3	4%	20	49%	28	68%	73	97%
	13.	109	47%	1	1%	14	34%	23	56%	71	95%
TOTAL FOR LEVEL III		999	54%	14	2%	158	48%	247	75%	574	96%
						(3.8 items)		(6.02 items)			
LEVEL IV QUESTIONS	14.	100	43%	0	0%	12	29%	19	46%	69	92%
	15.	93	40%	0	0%	5	12%	17	41%	71	95%
	16.	120	52%	1	1%	16	39%	32	78%	71	95%
	17.	108	47%	1	1%	10	24%	26	63%	71	95%
	18.	109	47%	1	1%	11	27%	25	61%	72	96%
	19.	109	47%	1	1%	12	29%	25	61%	71	95%
	20.	95	41%	0	0%	6	15%	23	56%	66	88%
TOTAL FOR LEVEL IV		734	45%	4	1%	72	25%	167	58%	491	94%
								(4.1 items)		(6.6 items)	



CONCORDANCY CHART FOR BOLT TEST (To be read horizontally)

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

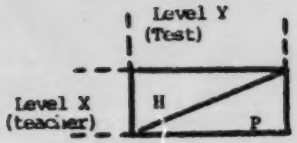
SUMMARY FOR 5 SCHOOL DISTRICTS
11 Schools 7th - 12th
November 1976

TABLA II

Student's classification by BOLT / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	79 / 96%	3 / 4%	0 / 0%	0 / 0%	82
Wide concordancy	→ 100% ←				
LEVEL II	7 / 14%	31 / 65%	8 / 17%	2 / 4%	48
Wide concordancy	→ 96% ←				
LEVEL III	0 / 0%	3 / 7%	32 / 76%	7 / 17%	42
Wide concordancy		→ 100% ←			
LEVEL IV	0 / 0%	2 / 1%	8 / 2%	313 / 97%	323
Wide concordancy			→ 99% ←		
					495

Total (exact) concordance: 455
% of (exact) concordance: 92%

Total wide concordance: 491
% of wide concordance: 99%



CONCORDANCY CHART FOR BOLT TEST (To be read horizontally)

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

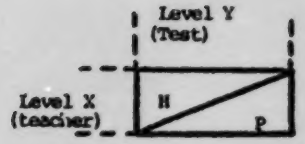
P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

OAKLAND UNIFIED SCHOOL DISTRICT
2 Schools 7th - 12th
November 1976

Student's classification by BOLT / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	7 — 78%	2 — 22%	0 — 0%	0 — 0%	9
Wide concordancy	→ 100% ←				
LEVEL II	2 — 29%	4 — 57%	1 — 14%	0 — 0%	7
Wide concordancy	→ 100% ←				
LEVEL III	0 — 0%	0 — 0%	1 — 50%	1 — 50%	2
Wide concordancy		→ 100% ←			
LEVEL IV	0 — 0%	0 — 0%	1 — 4%	22 — 96%	23
Wide concordancy			→ 100% ←		
					41

Total (exact) concordance: 34 — Total wide concordance: 41

% of (exact) concordance: 83% — % of wide concordance: 100%



CONCORDANCY CHART FOR BOLT TEST (To be read horizontally)

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

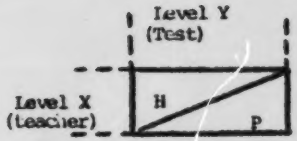
BERKELEY UNIFIED SCHOOL DISTRICT
1 School 10th - 12th
November 1976

Student's classification by BOLT / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	11 — 100%	0 — 0%	0 — 0%	0 — 0%	11
Wide concordancy	→ 100% ←				
LEVEL II	2 — 22%	3 — 33%	4 — 45%	0 — 0%	9
Wide concordancy	→ 100% ←				
LEVEL III	0 — 0%	0 — 0%	0 — 0%	3 — 100%	3
Wide concordancy		→ 100% ←			
LEVEL IV	0 — 0%	0 — 0%	0 — 0%	26 — 100%	26
Wide concordancy			→ 100% ←		
					49

Total (exact) concordance: 40 — Total wide concordance: 49

% of (exact) concordance: 82% — % of wide concordance: 100%

TABLA IV



CONCORDANCY CHART FOR BOLT TEST (To be read horizontally)

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

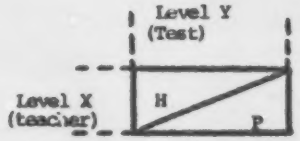
RICHMOND UNIFIED SCHOOL DISTRICT
3 Schools 7th - 12th
November 1976

Student's classification by BOLT / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	29 / 100%	0 / 0%	0 / 0%	0 / 0%	29
Wide concordancy	→ 100% ←				
LEVEL II	2 / 17%	10 / 83%	0 / 0%	0 / 0%	12
Wide concordancy	→ 100% ←				
LEVEL III	0 / 0%	2 / 20%	5 / 50%	3 / 30%	10
Wide concordancy		→ 100% ←			
LEVEL IV	0 / 0%	0 / 0%	0 / 0%	109 / 100%	109
Wide concordancy			→ 100% ←		
					160

Total (exact) concordance: 153 — Total wide concordance: 160

% of (exact) concordance: 96% — % of wide concordance: 100%

TABLA V



CONCORDANCY CHART FOR BOLT TEST (To be read horizontally)

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

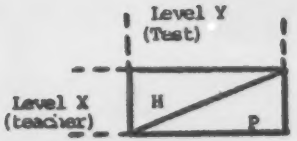
JEFFERSON UNION HIGH SCHOOL DISTRICT
3 Schools 7th - 12th
November 1976

Student's classification by BOLT / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	29 / 100%	0 / 0%	0 / 0%	0 / 0%	29
Wide concordancy	→ 100% ←				
LEVEL II	0 / 0%	12 / 100%	0 / 0%	0 / 0%	12
Wide concordancy	→ 100% ←				
LEVEL III	0 / 0%	0 / 0%	24 / 100%	0 / 0%	24
Wide concordancy		→ 100% ←			
LEVEL IV	0 / 0%	0 / 0%	0 / 0%	130 / 100%	130
Wide concordancy			→ 100% ←		
					195

Total (exact) concordance: 195 — Total wide concordance: 195

% of (exact) concordance: 100% — % of wide concordance: 100%

TABLA VI



CONCORDANCY CHART FOR BOLT TEST (To be read horizontally)

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

EAST SIDE UNION HIGH SCHOOL DISTRICT-SAN JOSE
1 School 7th - 12th
November 1976

TABLA VII

Student's classification by BOLT / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	3 — 75%	1 — 25%	0 — 0%	0 — 0%	4
Wide concordancy	→ 100% ←				
LEVEL II	1 — 14%	1 — 14%	3 — 44%	2 — 28%	7
Wide concordancy	→ 72% ←				
LEVEL III	0 — 0%	1 — 33%	2 — 67%	0 — 0%	3
Wide concordancy		→ 100% ←			
LEVEL IV	0 — 0%	2 — 6%	7 — 20%	26 — 74%	35
Wide concordancy			→ 94% ←		
					49

Total (exact) concordance: 32 — Total wide concordance: 45

% of (exact) concordance: 65% — % of wide concordance: 92%

III. INFORMACION TECNICA DE LA VERSION FINAL DEL EXAMEN

III. VERSION FINAL DEL EXAMEN BOLT-ESPAÑOL

Prueba de Terreno e Investigación del Examen

La versión final del examen estuvo lista en Enero de 1977 e inmediatamente se procedió a recoger información técnica administrando la prueba a 663 estudiantes en cuatro distritos escolares en el área de la bahía de San Francisco, California, además de una escuela en el distrito East Side Union High School en San Jose. La información se basó en la administración del examen en Enero y Febrero de 1977 y los resultados se usaron para calcular coeficientes de validez y de confiabilidad del examen. Los estudiantes que participaron en esta prueba de terreno eran blancos y chicanos/latinos en los grados 7 - 12 en los distritos escolares mencionados. La muestra fué seleccionada usando salones de clases donde los maestros tenían seguridad de encontrar estudiantes de variado nivel linguístico en español.

En las páginas que siguen se muestran los diversos coeficientes de validez calculados en base a las Tablas VIII y IX La confiabilidad (replicabilidad) del examen se obtuvo calculando coeficientes de estabilidad (producto-momento de Pearson) y de compatibilidad interna (fórmula 20 de Kuder-Richardson). Finalmente, la Tabla XI puede usarse como tabla de coeficientes de esperanza matemática de éxito para cada una de las preguntas de la versión final.

Validez

Aunque la validez de contenido es normalmente considerada una forma no altamente representativa de validez, es necesario destacar el hecho que la selección de preguntas, el diseño y el formato del Examen BOLT-Español estuvo seriamente respaldado por estudios e investigaciones de educadores de alta experiencia en Educación Bilingue. Además, todo el contenido de la versión final fué discutido en detalle con maestros, administradores e investigadores con conocimientos prácticos y teóricos.

Como se mencionó anteriormente, la información obtenida en la prueba de terreno (Capítulo II-b) puede considerarse como datos matemáticos confiables de la primera versión del examen y, por consiguiente, de la versión final. El coeficiente de acuerdo exacto se mantuvo en 92% (.92) tanto en la primera versión como en la versión final. La concordancia amplia subió del 99% en la primera versión al 100% en la versión final. Esta alta medida de asociación se repite practicamente en todos los distritos escolares en donde había una gran variedad de maestros y de personal administrando el examen. No se observaron diferencias significativas para estas medidas de acuerdo y de asociación al considerar estudiantes de diversos grupos étnicos o de diversos grados en las escuelas correspondientes. La precaución indicada en la Introducción (ver Página 2) garantiza que estos coeficientes son algo más que una simple concordancia de opiniones entre dos jueces, ya que la subjetividad

del juicio del maestro fué claramente minimizada por el refuerzo del criterio dado para hacer su clasificación. Este procedimiento también minimizó diferencias personales en el juicio de distintos maestros. La Tabla VIII es una tabla de frecuencias para la concordancia de opiniones entre los dos jueces. La Tabla IX proporciona los mismos resultados expresados como cuocientes con respecto a la población total.

a) Validez Concurrente

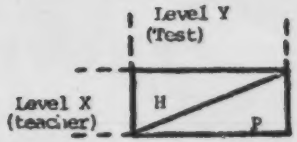
El coeficiente de acuerdo (concordancia exacta) obtenido

$$a = .92$$

de la Tabla VIII es el primer coeficiente de validez concurrente del examen. Este número puede considerarse como obtenido del análisis ingénuo de la validez concurrente porque no elimina acuerdos producidos por azar. Para superar esta objeción es necesario un procedimiento estadístico distinto. Una manera de hacerlo consiste en calcular el coeficiente de acuerdo Kappa de Cohen que determina "la proporción de acuerdo que se obtiene al remover acuerdos que se obtienen puramente por casualidad". Este coeficiente se obtiene mediante la fórmula:

$$\kappa = \frac{p_o - p_c}{1 - p_c}$$

donde p_o es la proporción de unidades de concurrencia de los jueces y p_c es la proporción de unidades que se espera de



CONCORDANCY CHART FOR BOLT TEST (To be read horizontally)

H = number of students of Level X (teacher's judgement) that were assigned to Level Y by the test.

P = % of students of Level X (according to teacher) that were assigned to Level Y by the test.

SUMMARY OF FIVE SCHOOL DISTRICTS
11 Schools 7th - 12th
January 1977

TABLA VIII

Student's classification by BOLT / Teacher (subjective) assignment	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	TOTAL number of students in Level according to teacher
LEVEL I	108 / 92%	7 / 6%	2 / 2%	0 / 0%	117
Wide concordancy	→ 98% ←				
LEVEL II	7 / 7%	92 / 90%	4 / 3%	0 / 0%	103
Wide concordancy	→ 100% ←				
LEVEL III	1 / 1%	9 / 8%	99 / 87%	4 / 4%	113
Wide concordancy	→ 99% ←				
LEVEL IV	0 / 0%	0 / 0%	17 / 5%	313 / 95%	330
Wide concordancy	→ 100% ←				
					663

Total (exact) concordance: 612 — Total wide concordance: 660

% of (exact) concordance: 92% — % of wide concordance: 100%

$p_o = .923$ $\kappa = .89$

$p_c = .324$ $\kappa_m = .98$

$\sigma_\kappa = .015$

BOLT TEST : PRUEBA DE TERRENO

Frecuencias Relativas para los coeficientes en la Tabla VIII

TABLA IX

	LEVEL I (by Test)	LEVEL II (by Test)	LEVEL III (by Test)	LEVEL IV (by Test)	
LEVEL I (by Teacher)	.163 (.036)	.011 (.029)	.003 (.001)	.000 (.085)	.177
LEVEL II (by Teacher)	.011 (.027)	.139 (.022)	.006 (.001)	.000 (.075)	.156
LEVEL III (by Teacher)	.002 (.030)	.014 (.028)	.149 (.031)	.006 (.082)	.171
LEVEL IV (by Teacher)	.000 (.088)	.000 (.082)	.026 (.092)	.472 (.235)	.498
	.176	.164	.184	.478	

concurrencia por azar. Dado que el acuerdo por azar es eliminado, este coeficiente κ puede también considerarse como una primera información sobre la confiabilidad del instrumento. Para efectuar las operaciones del cálculo de κ es conveniente presentar los resultados de la Tabla VIII como cuocientes con respecto a la población total. Para entender el proceso de cálculo, el lector puede mirar las explicaciones dadas en el Informe Técnico para el Examen BOLT-Inglés (Página 29). El coeficiente Kappa de Cohen para la Tabla VIII es

$$\kappa = .89$$

lo que proporciona un segundo y más refinado coeficiente de validez concurrente.

b) Validez de Predicción

Este indicador fué calculado usando el coeficiente de asociación Lambda de Guttman, que es muy similar al coeficiente Kappa de Cohen, pero con p_c definido de una manera diferente (ver BOLT-English, Technical Report, Página 30). El coeficiente Lambda de Guttman es una medida de asociación entre el primer juez (en este caso, el maestro) y el segundo juez (en nuestro caso, el examen). Dado que es siempre interesante conocer la predecibilidad del juicio del primer juez antes y después de conocer el juicio del segundo juez, Guttman propone una fórmula similar para la asociación de medidas del segundo juez con

el primer juez. En nuestro caso y basándose en la información de la Tabla IX, el cálculo del coeficiente de validez predictiva da por resultado

$$\lambda_1 = .847$$

Al calcular la asociación en orden invertido, se obtiene

$$\lambda_2 = .852$$

lo que corrobora la exactitud del primer resultado.

Goodman y Kruskal proponen un coeficiente de validez predictiva λ_r definido por la misma fórmula que proporciona el coeficiente Kappa de Cohen, pero en donde p_c es el promedio de las categorías modales de ambos jueces. Observando las Tablas VIII y IX es inmediato que p_c debe calcularse usando los resultados en el Nivel IV. Este tercer coeficiente de validez predictiva es, en nuestro caso,

$$\lambda_r = \frac{.923 - .488}{1 - .488} = .849$$

La diferencia despreciable entre los coeficientes obtenidos hace absolutamente innecesario el tratar de presentar más evidencia. Además, la metodología usada para recolectar la

información contenida en la Tabla VIII está dentro del criterio especificado para el uso de la fórmula antes mencionada. Goodman y Kruskal han sugerido la posible utilización de este coeficiente para medir el nivel de confiabilidad de instrumentos, pero otros autores han cuestionado un tal uso de la fórmula.

Confiabilidad

Si el "maestro típico" fuera un instrumento perfecto y diferentes maestros tuvieran una correlación 1.0 entre sus juicios sobre los estudiantes, el coeficiente Kappa de Cohen obtenido en la Tabla IX pudiera ser usado como una buena aproximación de la confiabilidad del examen. Obviamente estas condiciones no se dan en la vida real y hay limitaciones enormes para dicho uso. Sin embargo, si se deseara usar el resultado como una primera aproximación sería necesario examinar más profundamente el coeficiente obtenido. En particular, debe calcularse el valor de κ_m, máximo valor de κ determinado por las distribuciones marginales, el que se calcula mediante la fórmula

$$\kappa_m = \frac{P_{om} - P_c}{1 - P_c}$$

donde P_{om} es la suma de los números min (s_i, f_i). Para los resultados en la Tabla VIII, el Kappa máximo es

$$\kappa_m = .97$$

lo cual indica que la imprecisión en los bordes de las categorías puede ser reducida en forma muy precaria y que no es

ventajoso el tratar de afinar los bordes por mayor entrenamiento de los jueces. Una aproximación para el error standard de κ puede calcularse usando la metodología indicada en la publicación de Cohen, y la Tabla IX proporciona

$$\sigma_{\kappa} = .015$$

Ya que N es suficientemente grande, los intervalos de confianza pueden ser calculados en la forma usual. Por ejemplo, límite de confiabilidad al 95% es $\kappa \pm 1.96\ \sigma_{\kappa} = .886 \pm 1.96 \cdot 0.15$, lo cual indica que hay un 95% de probabilidad que el valor de κ para la población esté comprendido entre .859 y .914.

a) Confiabilidad por Doble Administración

La prueba de terreno de la forma final se hizo en forma ligeramente diferente a la administración corriente del examen, en el sentido que todas las preguntas fueron formuladas en orden numérico a todos los estudiantes. Esto fué hecho con el objeto de aplicar correctamente la fórmula 20 de Kuder-Richardson y la correlación producto-momento de Pearson. La prueba de terreno se administró a un total de 663 estudiantes y de ellos se seleccionó una muestra de 400 estudiantes divididos en forma similar para cada nivel de clasificación. Esta muestra de 100 estudiantes por nivel de clasificación lingüística no fué hecha al azar, sino que fué seleccionada escogiendo estudiantes para los cuales había coincidencia exacta entre la opinión del maestro y el resultado del examen. En los Niveles I y IV había margen para hacer una selección al azar y así se hizo. En el

Nivel II y Nivel III se seleccionaron primero los estudiantes que verificaban coincidencia de juicios y el resto se seleccionó al azar. La primera administración de la prueba de terreno de la forma final se completó en Enero de 1977 y la segunda se efectuó tres semanas más tarde en Febrero de 1977. Se procuró, en la mayoría de los casos, que la segunda administración fuera hecha por un maestro distinto al que efectuó la primera administración del examen.

La Tabla X muestra la concordancia de resultados para los 400 estudiantes. El coeficiente f_{ij} de esta matriz corresponde al número de estudiantes de Nivel i (en la primera administración) que fueron clasificados en el Nivel j (en la segunda administración). Las Tablas XI y XII muestran el rendimiento por ítem, por nivel de clasificación linguística del estudiante y por grado de dificultad de la pregunta tanto para la primera como para la segunda administración.

Los resultados obtenidos fueron usados para calcular el promedio y la desviación standard para cada administración y con ellos se calculó el coeficiente de correlación, r_{tt}, de Pearson. Los resultados fueron:

	Primera Administración	Segunda Administración
Promedio	9.78	10.01
Desviación Standard	7.85	6.84
N	400	400

$$r_{tt} = .91$$

Este primer coeficiente de confiabilidad fué doblemente validado al calcular de la Tabla X , el coeficiente de acuerdo de Goodman-Kruskall, γ . Este coeficiente gamma fué formulado por los autores como una medida simétrica de asociación monótona para variables categóricas y está definida por la fórmula

$$\gamma = \frac{P - Q}{P + Q}$$

(descripción para P y Q puede verse en la Página 35 del Informe Técnico para el Examen BOLT-Inglés). Observando la Tabla X resulta que P = 57484 y Q = 56 y por lo tanto

$$\gamma = .98$$

La obvia similaridad entre estos dos coeficientes de estabilidad, independientes uno del otro, muestra el grado de estabilidad del examen, siempre que se mantenga un intervalo relativamente breve entre ambas administraciones. Períodos más largos, con toda certeza no ofrecen valores tan altos ni para r_{tt} ni para γ debido a la inevitable variación de destrezas lingüísticas en español para estudiantes en un ambiente de habla inglesa. Naturalmente, el BOLT-Español podría usarse como instrumento en investigaciones sobre la estabilidad de estas destrezas en períodos más largos de tiempo, tanto para estudiantes dentro o fuera

de cursos de educación bilingüe.

b) Compatibilidad Interna

Para comprobar el nivel de compatibilidad interna del Examne BOLT-Español se aplicó la fórmula 20 de Kuder-Richardson a los resultados obtenidos para los 400 estudiantes en la primera administración. Los cálculos proporcionaron un valor de

$$r_{xx} = .97$$

c) Esperanza de Exito (números - p) para las Preguntas

La Tabla XI presenta resultados no contaminados (por doble administración) del nivel de dificultad de cada pregunta. La primera columna de porcentajes (Población Total) indica los estudiantes que respondieron la pregunta correctamente. Por ejemplo, al leer la línea 6 se concluye que el 59 % de los estudiantes contestaron esta pregunta correctamente. Normalmente esto se expresa diciendo que la probabilidad de éxito de la pregunta 6 es .59 . La misma Tabla proporciona la probabilidad de éxito para cada pregunta cuando ella es formulada a estudiantes de diversa clasificación lingüística. Por ejemplo, la pregunta 6 tiene una probabilidad de éxito igual a .59 para el total de la población, pero se reduce a .04 cuando es formulada a estudiantes del Nivel I y llega a .47 cuando es formulada a estudiantes del Nivel II, y así sucesivamente. En otras palabras, estos porcentajes dan una aproximación de las probabilidades de responder

correctamente cada pregunta formulada para los estudiantes de diferente destreza lingüística en español.

BOLT-ESPAÑOL: PRUEBA DE TERRENO
Matriz de Acuerdo de Doble Administración
Enero-Febrero, 1977

N = 400

	LEVEL I (Second Tryout)	LEVEL II (Second Tryout)	LEVEL III (Second Tryout)	LEVEL IV (Second Tryout)	TOTAL BY LEVEL IN FIRST TRYOUT
LEVEL I (First Tryout)	94 / 94%	6 / 6%	0 / 0%	0 / 0%	100
LEVEL II (First Tryout)	3 / 3%	89 / 89%	8 / 8%	0 / 0%	100
LEVEL III (First Tryout)	0 / 0%	4 / 4%	94 / 94%	2 / 2%	100
LEVEL IV (First Tryout)	0 / 0%	0 / 0%	3 / 3%	97 / 97%	100
TOTAL BY LEVEL IN SECOND TRYOUT	97	99	105	99	400

TABLA X

TABLA XI

BOLT Spanish TEST : BASIC ITEM ANALYSIS

RESULTS BY STUDENTS' LANGUAGE CLASSIFICATION AND BY DEGREE OF DIFFICULTY OF QUESTIONS

TESTING DATE : Enero 1977 , N = 400

Primera administración de prueba de terreno

		TOTAL POPULATION N = 400		LEVEL I STUDENTS N = 100		LEVEL II STUDENTS N = 100		LEVEL III STUDENTS N = 100		LEVEL IV STUDENTS N = 100	
		# OF RIGHT ANSWER	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%
LEVEL II QUESTIONS	1.	281	70%	15	15%	82	82%	85	85%	99	99%
	2.	288	72%	12	12%	86	86%	91	91%	99	99%
	3.	265	66%	9	9%	76	76%	84	84%	96	96%
	4.	259	65%	5	5%	69	69%	89	89%	96	96%
	5.	251	63%	2	2%	64	64%	87	87%	98	98%
TOTAL FOR LEVEL II		1344	67%	43	9%	377	75%	436	87%	488	98%
				(.4 items)		(3.8 items)					
LEVEL III QUESTIONS	6.	238	59%	4	4%	47	47%	91	91%	96	96%
	7.	246	62%	4	4%	58	58%	87	87%	97	97%
	8.	243	61%	2	2%	53	53%	91	91%	97	97%
	9.	223	56%	2	2%	37	37%	88	88%	96	96%
	10.	200	50%	0	0%	24	24%	78	78%	98	98%
	11.	181	45%	2	2%	12	12%	69	69%	98	98%
	12.	185	46%	4	4%	16	16%	67	67%	98	98%
	13.	168	42%	1	1%	14	14%	59	59%	94	94%
TOTAL FOR LEVEL III		1684	53%	19	2%	261	33%	630	79%	774	97%
						(2.6 items)		(6.3 items)			
LEVEL IV QUESTIONS	14.	155	39%	0	0%	14	14%	48	48%	93	93%
	15.	135	34%	0	0%	13	13%	28	28%	94	94%
	16.	140	35%	1	1%	14	14%	31	31%	94	94%
	17.	126	32%	2	2%	11	11%	18	18%	95	95%
	18.	116	29%	1	1%	5	5%	13	13%	97	97%
	19.	110	28%	1	1%	6	6%	8	8%	95	95%
	20.	102	26%	0	0%	7	7%	3	3%	92	92%
TOTAL FOR LEVEL IV		884	32%	5	1%	70	10%	149	21%	660	94%
								(1.5 items)		(6.6 items)	

TABLA XII

BOLT Spanish TEST : BASIC ITEM ANALYSIS
RESULTS BY STUDENTS' LANGUAGE CLASSIFICATION AND BY DEGREE OF DIFFICULTY OF QUESTIONS

TESTING DATE : Febrero 1977 N = 400
Segunda administración de prueba de terreno

		TOTAL POPULATION N = 400		LEVEL I STUDENTS N = 97		LEVEL II STUDENTS N = 99		LEVEL III STUDENTS N = 105		LEVEL IV STUDENTS N = 99	
		# OF RIGHT ANSWER	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%	# OF RIGHT ANSWERS	%
LEVEL II QUESTIONS	1.	305	76%	14	14%	94	95%	98	93%	99	100%
	2.	298	75%	10	10%	91	92%	98	93%	99	100%
	3.	286	72%	10	10%	90	91%	89	85%	97	98%
	4.	270	68%	5	5%	74	75%	95	90%	96	97%
	5.	260	65%	3	3%	68	69%	90	86%	99	100%
TOTAL FOR LEVEL II		1419	71%	42	9%	417	84%	470	90%	490	99%
				(.4 items)		(4.2 items)					
LEVEL III QUESTIONS	6.	243	61%	4	4%	46	46%	97	92%	96	97%
	7.	251	63%	4	4%	52	53%	98	93%	97	98%
	8.	249	62%	3	3%	53	54%	96	91%	97	98%
	9.	225	56%	2	2%	36	36%	91	87%	96	97%
	10.	206	52%	1	1%	22	22%	85	81%	98	99%
	11.	189	47%	3	3%	10	10%	78	74%	98	99%
	12.	188	47%	4	4%	15	15%	70	67%	99	100%
	13.	175	44%	2	2%	10	10%	66	63%	97	98%
TOTAL FOR LEVEL III		1726	54%	23	3%	244	31%	681	81%	778	98%
						(2.5 items)		(6.5 items)			
LEVEL IV QUESTIONS	14.	157	39%	0	0%	12	12%	50	48%	95	96%
	15.	121	30%	0	0%	3	3%	23	22%	95	96%
	16.	135	34%	2	2%	11	11%	28	27%	94	95%
	17.	120	30%	2	2%	8	8%	15	14%	95	96%
	18.	114	29%	1	1%	4	4%	11	10%	98	99%
	19.	108	27%	1	1%	6	6%	6	6%	95	96%
	20.	102	26%	1	1%	2	2%	3	3%	96	97%
TOTAL FOR LEVEL IV		857	31%	7	1%	46	7%	136	19%	668	96%
								(1.3 items)		(6.8 items)	

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BILINGUAL ORAL LANGUAGE TEST

BOLT—ENGLISH/BOLT—SPANISH

BOLT TEST: SUMMARY PAGE (BOLT-English and BOLT-Spanish)

FOR PROGRAM ENROLLMENT AND LANGUAGE DOMINANCE REPORT.
By schools and by grade levels.

DISTRICT:

SCHOOL:

GRADE LEVEL: N = No. of students in grade level =

DATE:

GENERAL INSTRUCTION. This Summary Page will be the basis for the enrollment and language dominance report, by schools and by grade levels. Hence, use separate pages for different schools and for different grade levels. If in a given grade level there are too many students, use additional Summary Pages and staple them together. The results for the column TOTAL should be summarized in the last page. Enter the names of *all* the students in the program even if they were not tested. Enter the *total number* of students in the space "N" above.

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BOLT TEST: SUMMARY PAGE

INSTRUCTIONS:

1. For each grade level at each school enter the names of all the students in the program.
2. Below the name of each student transfer the LEVEL OF LANGUAGE CLASSIFICATION obtained by each test: Line A for the classification obtained with BOLT-English and Line B for the classification by BOLT-Spanish.
3. For each student, enter a checkmark (✓) in the square corresponding to the GLOBAL LANGUAGE CLASSIFICATION. i.e. if the student is NES (Level I or I-S in BOLT-English) enter the checkmark in the NES square, if the student is LES (Level II or III in BOLT-English) enter the checkmark in the LES line, etc. Do the same for the Spanish Language Classification.
4. To determine the LEVEL OF BILINGUALISM of each student use the following criteria: if the student obtained a IV-IV classification in English and Spanish enter a checkmark in the square corresponding to Fully Bilingual, if he obtained the classifications IV-III or III-IV in English and Spanish respectively, enter a checkmark in the square corresponding to Partially Bilingual, all other students are classified as Non Bilingual.
5. In the column TOTAL enter the total number of checkmarks for each line and also the total number of students tested (Line A and Line B). Calculate the percentage over the total of students tested.

NAME OF THE STUDENT / LANGUAGE CLASSIFICATION																									TOTAL	%
A. BOLT-English																										
Non English Speaking (NES) (Levels I and I-S)																										
Limited English Speaking (LES) (Levels II and III)																										
Fluent English Speaking (FES) (Level IV)																										
B. BOLT-Spanish																										
Non Spanish Speaking (NSS) (Levels I and I-S)																										
Limited Spanish Speaking (LSS) (Levels II and III)																										
Fluent Spanish Speaking (FSS) (Level IV)																										
C. LEVEL OF BILINGUALISM																										
Non Bilingual																										
Partially Bilingual																										
Fully Bilingual																										